

**STUDENT INFORMATION PACKAGE 2018-19**  
**CAMPBELLFORD DISTRICT HIGH SCHOOL**  
 119 Ranney St. N. Box 1060, Campbellford, ON, K0L 1L0  
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 705-653-5632 (FAX)  
 Website: <http://campbellfordhigh.kprdsb.ca/>  
 Twitter: CDHS News @CDHSFlames  
 Office Hours: 7:30 a.m. to 4:00 p.m. Monday to Friday

**STUDENT NAME:** \_\_\_\_\_

**HOME ROOM TEACHER:** \_\_\_\_\_ **ROOM #:** \_\_\_\_\_

**DAILY SCHEDULE**

DAILY START-UP TIMES	
TIMES	DETAILS
8:35 a.m.	Classrooms Open
8:47 a.m.	3 minute Warning Bell - students go to Period 1
8:50 a.m.	Classes Begin- All students must be in Period 1 classes
TIMES	DETAILS
8:50 a.m. - 10:05 a.m.	Period 1
10:05 a.m. - 10:15 a.m.	Nutrition Break
10:15 a.m. – 11:30 a.m.	Period 2
11:30 a.m. - 12:20 p.m.	Lunch
12:20 p.m. - 1:35 p.m.	Period 3
1:35 p.m. - 1:45 p.m.	Change of Class
1:45 p.m. – 3:00 p.m.	Period 4
3:10 p.m.	Buses Leave CDHS
3:10 p.m. - 3:35 p.m.	Extra Help

**Please note that there are warning bells three minutes before the beginning of each period.**

**CAMPBELLFORD DISTRICT HIGH SCHOOL**  
**MISSION STATEMENT**  
 At Campbellford District High School we educate our students to excel in learning, to succeed in life and to enrich our communities.

**RECOGNITION OF EXCELLENCE**  
 All full-time students who, through their hard work and dedication, achieve an overall average of 80.0% or higher, will receive a certificate indicating that they are members of the C.D.H.S. Honour Roll.  
***Always strive for excellence!***

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**RESPONSIBILITIES OF STUDENTS  
HIGHLIGHTS OF THE C.D.H.S. STUDENT CODE OF CONDUCT PREAMBLE**

**A complete Code of Conduct, written to comply with the new Ministry of Education directions, is available on the school website.** This document highlights those parts of the code that are designed to help students develop self-worth and become responsible, productive, respected and respectful citizens through the development of positive attitudes, values and behaviours. This Code of Conduct promotes a safe, positive learning environment that is free from fear, prejudice, interference and violence.

**Everyone has the right to be safe and to feel safe, welcome and included at school.**

**Responsibilities**

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

**Standards of Behaviour**

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

**SCHOOL CODE OF CONDUCT**

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

## **A. School Code of Conduct Responsibilities**

### **1. Common School Community Member Responsibilities**

- safety is everyone's responsibility.
- everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- everyone is responsible for preventing harm.
- students, staff, parents and guardians have additional responsibilities unique to their roles.

### **2. Additional Student Responsibilities**

- 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, ready to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

### **3. Additional Staff Responsibilities**

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

### **4. Additional Parent/Guardian Responsibilities**

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child

## **B. Standards of Behaviour - Respect, Dignity, Civility, Equality and Responsible Participation in School Life**

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups

- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

### C. Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

#### 1. Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

#### 2. Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

#### 3. Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

#### 4. Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

5. **Bullying and harassment** in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

**Bullying, by definition:** is aggressive and typically repeated behaviour by a pupil where the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

**Cyber-bullying** includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

**Bullying**, in any form, has negative effects on a student's ability to learn, healthy relationships, the school climate and a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

## SCHOOL CODE OF CONDUCT RULES

Students must be allowed to learn.  
Teachers must be allowed to teach.

The following behaviours are **not acceptable** for anyone in the school community:

- physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying
- actions motivated by hate, bias or discrimination (e.g., on grounds 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).
- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

## SCHOOL CODE OF CONDUCT PROCEDURES

### A. Search and Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

### B. Signage

Signs will be posted directing visitors to begin their visit at the office.

## STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

### A. Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences. In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect the school climate.

**Prevention strategies** are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

### **Supportive Intervention Strategies use:**

- “teachable moments” (using a current situation or news story to teach students)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society

### **B. Community Threat Assessment Protocol**

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

### **C. Consequences for Unacceptable Behaviour**

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures.

Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

#### **Consequences may include one or more of the following:**

- warnings
- restricted privileges
- detention
- time-outs
- apology
- suspension
- time-owed
- expulsion
- restitution (e.g., paying for damage, community service)

### **D. The Principal, or their designate, will consider suspending a student if they believe that the pupil has participated in any of the following infractions:**

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of alcohol
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil’s school or to property located on the premises of the pupil’s school
- bullying
- persistent opposition to authority
- habitual neglect of duty
- the willful destruction of school or board property
- the use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school
- being involved in a physical altercation
- inappropriate physical contact
- failing to complete medical immunizations as required by the Public Health Department.

**E. As required by law, a student shall be suspended and considered for expulsion for the following:**

- 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 in illegal drugs
- committing robbery
- giving alcohol to a minor
- bullying, if: (1) the pupil has previously been suspended for engaging in bullying, and (2) the pupil's continued presence in the school creates an unacceptable risk to the safety of another person
- any incident that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

**F. In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:**

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
  - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
  - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools will also involve their local police service.

**CONSEQUENCES & STUDENTS' RIGHTS and RIGHT OF APPEAL**

Consequences for failure to comply with the Code of Conduct will be appropriate to the individual and related to the circumstance. The decision will be made by the school administration.

Full Details of the Code of Conduct and Suspension & Expulsion Policy are on file in the Main Office.

Every student has responsibilities both to himself/herself and to every other member of the school community. Any student who feels that a decision made by someone in authority has been unfair may seek an interview with the principal or vice-principal and the person concerned for clarification. If still not satisfied, an appeal can be made to senior administration at the Board Office.

A suspension may be appealed to the Board of Education.



## 1. RESPECT FOR LEARNING

### Students demonstrate their respect for learning by:

- being punctual, being prepared and working diligently to achieve the best possible results
- meeting time schedules for assignments and tests
- completing all course work as assigned
- being in attendance on a regular basis
- supporting the learning of other students
- being a co-operative learner
- being academically honest on all reports, assignments, essays, and examinations
- using the computer and Wi-Fi systems in a safe, acceptable manner and adhering to the CDHS computer agreement

## 2. RESPECT FOR AUTHORITY

### Students are expected to:

- adhere to the instructions and directions of school staff in a non-confrontational manner, in the halls, cafeteria, classrooms; on school property and school buses and on school trips
- **students must identify themselves to any staff member upon request**
- students who fail to report to the office when directed by a staff member may be suspended

## 3. RESPECT FOR SELF and OTHERS

### Students are expected to:

- be honest, courteous and avoid inappropriate language, slogans, pictures, gestures or body language that cause others to be uncomfortable
- treat others fairly, regardless of race, religion, sexual orientation, ancestry, colour, ethnic orientation
- be free from the influence or possession of alcohol or illicit drugs or illegal objects
- refrain from bringing anything to school that may compromise the safety of others
- come to school free of any possession that might be used as a weapon (including replica weapons)
- not to smoke on school property, in accordance with provincial law
- interact with others, and resolve differences in a peaceful (non-abusive, non-violent, non-threatening, non-bullying) manner in our communities, whether or not on school property
- refrain from hazing like behaviour. Hazing is the practice of playing unpleasant tricks on someone or forcing someone to do unpleasant things regardless of the person's willingness to participate. The determination as to whether an act constitutes as hazing shall lie in the discretion of the administration.
- refrain from any physical contact (fighting, play fighting, "horsing around") on school property and on school buses
- refrain from the throwing or kicking of objects in halls, on school property and school buses, in accordance with the Safe Schools Policy
- refrain from using skateboards, inline skates, scooters and "heelies" on school property
- never to use personal electronic devices during a test/exam and never to use in class without the teachers permission

## 4. RESPECT FOR PROPERTY and THE ENVIRONMENT

### Students are expected to:

- show respect for school property (lockers, textbooks, equipment, buildings and grounds), other students' and teachers' work and property by:
  - maintaining a clean environment, by putting all garbage in appropriate receptacles after eating
  - refrain from eating or drinking in designated **Food Free Rooms** and **Gyms**

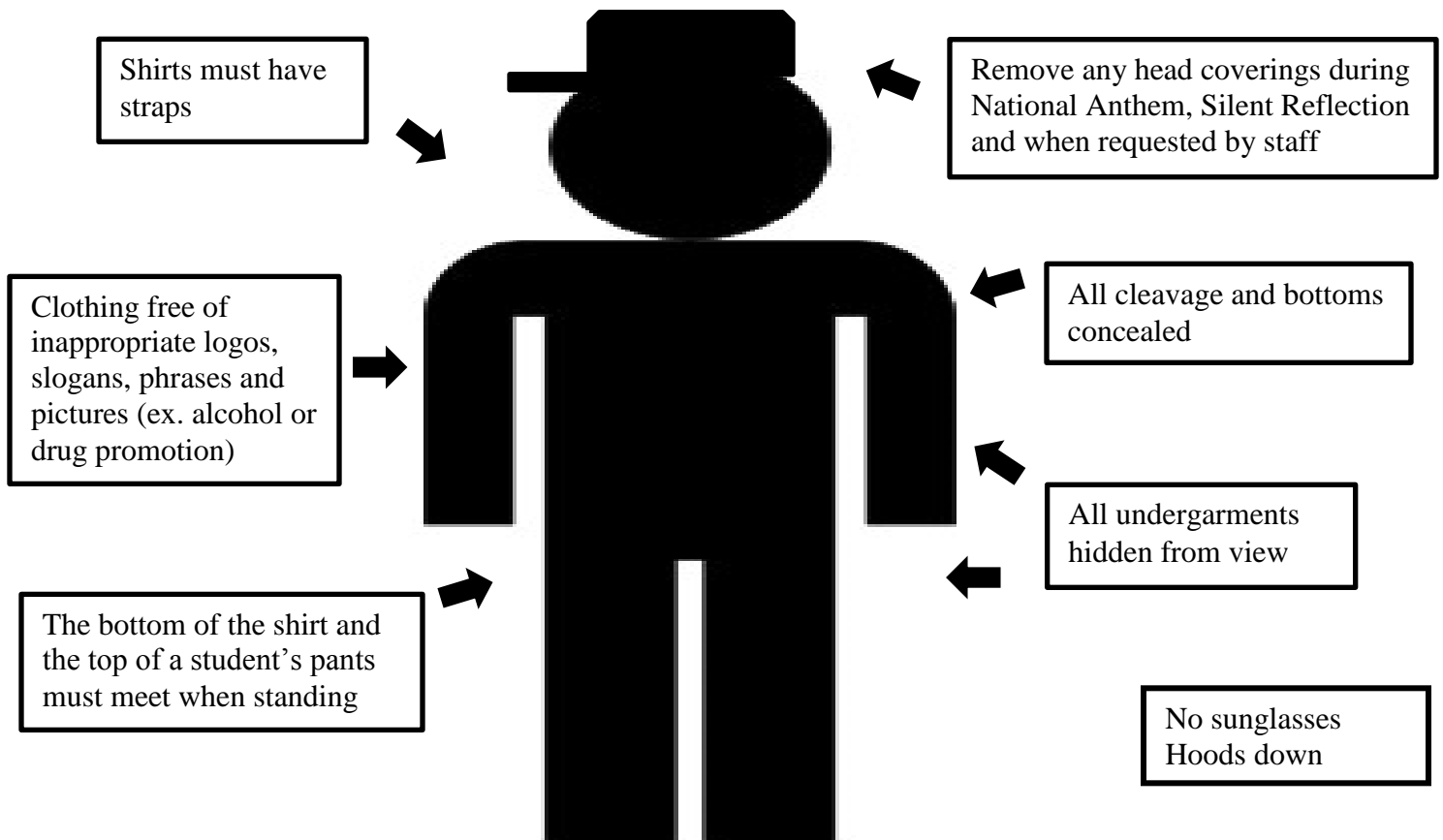
- showing proper care and regard for equipment and property
- deposit wastes appropriately (i.e. recyclables, other waste).

## 5. PROMOTING RESPECT THROUGH STUDENT CLUBS/GROUPS/ACTIVITIES

In keeping with the Board's Equity, diversity and Inclusion policy and administrative regulation, all schools within the KPRDSB, including CDHS, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientation, gender identities, and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

## 6. SCHOOL DRESS CODE

The CDHS School Community is expected to DRESS clean and neatly in a manner which maintains the good morale and tone of the school.



Should a member of the CDHS school community not be meeting this dress code, one of the following choices will apply:

- an additional layer of clothing may be required
- offending words, slogans or images will be covered or the clothing turned inside out
- parent(s)/guardian(s) contacted to bring a change of clothing
- student may be sent home

## 7. STUDENTS USE OF CELL PHONES & PERSONAL ELECTRONIC DEVICES (PEDs) AS AN EDUCATIONAL TOOL

Students are permitted to bring their cell phone to school. We embrace the potential that cell phones can be used as a technological learning tool in the classroom. We encourage teachers to implement the use of cell phones when appropriate into their lessons.

Students will be trained at the beginning of the year as to what proper cell phone etiquette is within the confines of their classroom. Students may use their cell phones for personal use during transition periods or at lunch. Students are expected to put cell phones away when entering a classroom.

### **Students are expected to:**

- keep cell out of sight at all times unless given permission by the classroom teacher
- surrender their cell phone immediately to a staff member when asked.
- place their phone at an alternate location (i.e. teacher's desk, chalkboard ledge, basket, etc.) when instructed by a staff member.

**Note:** Cell phones which have been confiscated will be turned into the main office, and will be returned to the student by the principal/vice principal at some point during the day. Repeated offences may result in the phone being returned to a parent/guardian.

### **Personal Electronic Devices (PEDs)**

The use of technology for student learning is a key 21<sup>st</sup> century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore PEDs, when used appropriately, can provide a safety net for students and staff. In our school community, PEDs are to be used respectfully and conscientiously.

In order to ensure a safe and positive climate for all stakeholders staff will monitor and regulate the use of Personal Electronic Devices. Guidelines include:

- the privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events
- the teacher will determine and authorize the usage of a PED during instructional time
- the usage of PEDs is restricted in some areas of school including washrooms & change rooms

As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

## 8. STUDENT CODE OF BEHAVIOUR ON SCHOOL BUSES

Students who behave in an inappropriate manner will be reported by the bus driver to the school administration. Consequences (one of which could be removal from the bus) will be imposed by the school administration. School bus transportation is a privilege, not a right. Students can only ride on the bus to which they are assigned; this is the bus that provides transportation from home to school. **Bus transportation is not provided to transport students to work, to the home of friends, or to a place of temporary housing.**

### **Use of Video Cameras on Bus Routes - Statement to Parents and Students**

"School Board Policy allows for periodic use of video cameras and digital recording devices in order to assist Principals and schools with bus route administration. From time to time, throughout the school year, at the school's request, such devices may be used on your child's bus route and you are hereby provided with notice that this may occur. Any questions or comments may be directed to Student Transportation Services of Central Ontario."

**Students are expected to:**

- abide by the Bus Operator's Instructions and sit in assigned seats
- behave in an orderly manner
- refrain from the use of profane language
- refrain from smoking on buses and at bus loading areas
- refrain from eating or drinking on buses
- respect the safety of other students
- respect property (students will be responsible for any willful damage)
- not transport skateboards, scooters or any item that cannot be used on school property
- not throw objects at, on, or from a school bus

**9. STUDENT CODE OF BEHAVIOUR ON SCHOOL EXCURSIONS/TRIPS**

**Students are expected to:**

- follow all instructions/directions given by the teacher supervisors
- adhere to the school's code of conduct at all times
- not consume alcohol, take illegal drugs or purchase any inappropriate or illegal substances
- not engage in any behaviour which places themselves or others at risk
- not engage in conduct injurious to the moral tone of the school
- adhere to the non-smoking procedures put in place by the teacher supervisors
- refrain from violent behavior, and the possession of any weapons
- inform teacher supervisors of any concerns that may impact on the safety of students
- assume responsibility for any damage to property or environment, caused by the student
- provide full disclosure of all medical information to the teacher supervisors
- provide full signed consent by parents (if 18 or under), regarding medical authorization

- Note: i) Students found to be in violation of any of the above expectations while on a school excursion **may be excluded from all school excursions for a period of one year**
- ii) Complete Code of Conduct Expectations is printed on the Excursion Authorization Form, and is available in the Main Office.

**10. STUDENT CODE OF BEHAVIOUR AT SCHOOL DANCES**

School dances are intended to be positive social experiences. School law requires that dances be supervised by teaching staff, but they come as volunteers and want to supervise responsible students. Police officers will also be supervising school dances. **Dances are a privilege and may be taken away at the discretion of the Principal or Vice-Principal when a student's attendance and/or behaviour is not acceptable.**

**Students are expected to:**

- Unless there is a previously scheduled appointment or an absence approved by an administrator a student must be present for the entire school day in order to attend the dance.
- Students will NOT be admitted after 8:30 p.m. unless previous arrangements have been made by signing the "late list" in the Main Office, or making other arrangements with a member of the administration.
- not return to the dance once they leave
- sign in only one guest, and must accompany him/her to the dance
- pick up a Guest Pass Request Form in the main office and have their potential guest get it completed by the principal of the school where registered. The completed form must be returned to the main office prior to the day of the dance
- be responsible for the behaviour of their guest
- not to invite a guest of elementary school age

- understand that the school code of conduct applies at all dances, and suspensions may result for violations
- understand that the school drug and alcohol policy will be strictly applied at all dances and charges for possession of controlled substances will be laid by police when warranted

**If a student is removed from a dance for alcohol or drug use, they will not be permitted to attend a dance for one year. This exclusion will also apply to semi-formal and prom dances.**

## 11. ATTENDANCE EXPECTATIONS

Attendance is critical to the student's success in school. **Attendance is mandatory on scheduled assessment days and final examination days.** These days include the scheduled day for exams for half-credit courses. A student must provide a medical certificate if unable to attend a scheduled examination.

**A. Morning Attendance:**

The warning bell rings at 8:47 a.m. Classes begin at 8:50 a.m.

**B. Regular Attendance:**

Students are expected to attend all classes, to arrive at classes on time, to have necessary materials; and to be ready to start work when the bell rings. Students who skip classes will be assigned detentions. Students who habitually skip classes will be referred to administration, which **may** result in a suspension from school. If a student skips a detention, more will be assigned.

**C. Do not leave class during class time:**

Students should not interrupt the learning process by leaving classrooms during instructional time. Students **must** bring all texts and materials needed for class and are to take needed washroom breaks between classes except in extraordinary circumstances with their teacher's permission. Students are expected to remain in class for the first 20 and last 20 minutes of class **(20/20 Rule)**.

**D. Student Responsibility to Teacher for Work/Time Missed due to Absence:**

Students **must catch up on work missed during any absence** and must be prepared to attend after-school or lunch-time (or other designated times) to catch-up or receive extra help from the teacher. **Remember: Work NOT done is NOT acceptable.**

**E. Students on school property need to report to their class.** Parents cannot give permission for their child to miss class and work in the learning commons, cafeteria, halls, etc.

**F. Parent Explanation re: Absenteeism:**

Parents are accountable for the absence of students. Adult students (+18 yrs.) are accountable for their own absence. Parents are to contact the school on the day the student is absent; or in advance, if absence is pre-planned. **When the student returns to school a note or telephone call is required by 9:00 am explaining the absence.** (Attendance Secretary: 705-653-3060 ext. 202). Phone calls can be made at any time of the day or night (24/7). If the answering machine picks up then parents may leave a message. Failure to provide a reason for an absence by 9:00 am may result in the absence being deemed to be a skip.

**G. Sign-In Process:** Students that arrive to school after 9:30 am will report to the main office to sign-in. It is the responsibility of the student to provide communication, to the office, from a parent/guardian when they have missed any classes. Failure to do so will result in the absence being deemed a "skip".

**H. Sign-Out Process:**

All students who leave the school during the day are to report, **prior to leaving school property**, to the office and sign out.

**Students under 18 years of age:** Students under 18 years of age are not able to sign out without parent contact. **In an emergency situation the student must see the Principal/Vice-Principal.** If a student needs to leave the school during a school day he/she must have a note from a parent/guardian or have a parent/guardian call the school **prior to leaving the school.**

**Students 18 years of age and older:** Students are responsible and accountable to Administration for attendance. Students who leave during the day **MUST** sign out prior to leaving school property. **Failure to sign out will be treated as a skip. Adult students who abuse this process may also have this privilege removed.**

I. **Extra-Curricular and Intramural Activities:**

There are opportunities for students to participate in a number of extra-curricular activities such as: athletics, music, Student Council, and clubs. Extra-curricular activities are a vital aspect of the school program and students are encouraged to participate. However, participation in extra-curricular activities should not interfere with academic achievement.

Students participating in these activities must attend classes regularly, complete all assignments and maintain a satisfactory level of performance in their academic subjects. Students who fail to remain in good academic standing will be referred to the Principal/Vice-Principal and may be removed from any or all extra-curricular activities by the Principal/Vice-Principal. Students on interschool teams are required to know their team's regular schedule and plan for absences. It is the student's responsibility to inform an administrator of this appointment/absence prior to the extra-curricular activity.

Any students who quits an athletic team after the first game of the season may not participate on another school team unless the school administration and extra-curricular coordinator feel there is just cause. (i.e. injury, family crisis, etc...). In order to play a student must have no outstanding money or uniform owed from participating on a previous team.

**Students must be registered full-time to participate in a school-level team, club, or any other type of extra-curricular and intramural activity.** Students must be taking 3 or 4 courses during the season of the team or club. If the school sports team or club runs during one semester only, the student must be a full time student during that semester. If, however, the team or band runs during both semesters, the student must maintain full time status for the entire year.

**12. PUNCTUALITY (LATES)**

Students are expected to be in every class on time and prepared to work when the bell rings. Students late to class will be assigned a detention. Persistent lateness will be referred to the Vice-Principal, and consequences will be put in place. It is important that you develop a positive and responsible attitude towards punctuality.

**13. STRATEGIES FOR MAKING UP WORK & TIME MISSED**

Students must submit all assigned work required in a course. If a student is absent from school **for any reason** it is his/her responsibility to get caught up. Teachers will inform students of the plan to complete work. Some options include:

- When a student fails to complete an assignment, the teacher & student will consult and come up with a plan to get the work submitted. **Lunchtime Extra Help Sessions** may be a part of this plan. This support is offered daily in the Learning Commons from 11:40 a.m. until 12:10 p.m.
- Homework Club every Wednesday after school in the Learning Commons.

**Work NOT done is NOT acceptable.**

**Students who refuse to complete course work will be referred to our Student Success team.**

**14. ANNOUNCEMENTS**

All announcements for the day **must** be written on the form provided in the Main Office, signed by the person submitting the announcement and given to the office staff by 8:40 a.m.

Announcements will be read at the start of school. **Daily announcements are also posted on the CDHS Website and CDHS Twitter.** Additional important announcements will be made over the PA as required.

## 15. DISCIPLINE PROCEDURES

### A. **"SKIPPING" CLASSES:**

A student not attending a scheduled class without authorization from the administration is considered to be "skipping". **Parents cannot give permission for a student to be in school but not attend a class.** A teacher cannot give a student permission to miss another teacher's class. Follow-up consequences will be imposed. Persistent skipping will require follow up from the Board Attendance Counsellor as part of our Student Success initiative.

### B. **EXCLUSION FROM CLASS:**

A student removed from class by a teacher for inappropriate behaviour must report **immediately** (with books) to the Main Office. The Office is to be notified that the student is on his/her way. The student will be seen by the Vice-Principal and a plan of action, with consequences, will be developed.

### C. **INAPPROPRIATE BEHAVIOUR OUTSIDE THE CLASS:**

Students who demonstrate inappropriate behaviour anywhere on school property will follow the instructions of the staff member who observed the behaviour. Students are expected to follow the directions in a peaceful (non-abusive) manner.

**A STUDENT MUST GIVE HIS/HER NAME, WHEN ASKED.** Failure to give your name or failure to report to the office will be dealt with immediately and treated as a safe school issue by the Principal/Vice-Principal.

### D. **SMOKING & VAPING:**

**Smoking/Vaping anywhere on school property is prohibited by provincial law.** Students seen smoking/vaping, or having a cigarette/e-cig, on school property will be seen by administration. In addition to school consequences, students may be fined by the Tobacco Enforcement Officer who makes periodic checks of schools. A violation of this policy will result in a fine. Members of the school administration have been given the authority by the Provincial Offenses Officer under the Smoke Free Ontario Act to issue "witness statements" that would result in a ticket and fine. The minimum fine is \$365.

#### **DESIGNATED "OFF SCHOOL PROPERTY" SMOKING AREA:**

Effective July 2018 you are not allowed to smoke within 20 meters of school property. As a general rule, this means that if you can see the school while you're smoking then you are too close.

### E. **NO GATHERING AT FRONT OF SCHOOL:**

Students are not allowed to gather within 25 meters immediately off of school property. This means that students should not be standing across the street from the school.

## 16. TEXTBOOKS & LIBRARY BOOKS

Textbooks are issued to students at the beginning of each semester. **Textbooks and Library books are ON LOAN and you will be held financially responsible for loss or damage beyond normal wear.** All books must be returned on or before the last day of classes.

## 17. LOCKERS

Teachers will provide students with directions concerning the selection of lockers. Lockers are the property of the Board of Education and are assigned to students as a privilege. The administration have full rights of access to each and every locker at any time without recourse to legal procedures.

- A. Lockers will be assigned on the first day of classes.
- B. Students are responsible for condition and contents of locker. Any graffiti or writing on the locker must be removed immediately by the student. Locker damage should be reported to the Main Office immediately.
- C. Do not give your locker combination to anyone (other than your period 1 teacher, who will record it for the office).
- D. Do not share your locker.

- E. Do not keep valuables or large amounts of money in locker. CDHS is not responsible for the contents of students' lockers.
- F. A Combination lock must be used. The serial number and combination must be recorded in the Main Office.
- G. Combination locks may be purchased at school for \$7.00
- H. All lockers must be empty and the locks removed on the day in which the student writes his/her last examination in June. A custodian will be cutting off any remaining locks immediately following the June exam period.

## 18. CHANGE ROOMS

Change rooms are for students assigned to a physical education class or on a team. Students cannot enter the change room unless scheduled to do so. **Students are not to leave any valuables or money in the locker. Valuables/money can be given to the physical education teacher or coach for safe keeping.** C.D.H.S. is not responsible for lost or stolen items.

## 19. CAFETERIA

The cafeteria staff serves hot & cold lunches and snack food daily. The cafeteria accepts cash and debit. Students may bring their bagged lunches from home or store bought food and eat in the cafeteria. Students are expected to deposit waste and recyclables in designated containers. Help keep our school clean.

## 20. FIRE SAFETY & LOCKDOWN PROCEDURES

Fire safety and lock down procedures are important for all members of the school community. It is important that you listen to the instructions of teachers concerning the procedures to follow in the event that the Fire Alarm Signal rings or a lock down announcement is made.

### A. FIRE SAFETY:

- i. **Designated Fire Exits:**  
Learn where the posted "Fire Exit" signs are in each classroom.
- ii. **Walk quickly & safely to the Fire Exit:**  
First 2 students hold outside doors open
- iii. **Move safely to the football field:**  
Fire Safety legislation requires everyone to be at least 20 metres from the building.
- iv. **Do not return until directed to do so.**

### B. LOCK DOWN:

- i. **If in the hall, go to the nearest classroom**
- ii. **If in a classroom, move as instructed by the teacher**

## 21. SNOW

At no time is it permissible for students to throw snow. Students who do so may be suspended.

## 22. CONSENT TO HAVE PICTURE/NAME RELEASED

We value the role of the school newsletters/social media and the local media in reporting the successes of our teams, clubs, bands and academic accomplishments. **If you do not want your name or picture displayed publicly beyond school property,** please contact the Main Office.



## 23. HOW TO BE SUCCESSFUL AT CDHS

### Students are expected to:

- set goals for yourself
- attend all classes
- be on time!
- do homework daily
- schedule Wednesdays after school at CDHS for extra-help nights
- do your best!
- use a Planner to record all “due dates”
- become involved in clubs, teams, productions, lunch activities
- volunteer & help others!

## 24. HELPFUL HINTS FOR STUDENTS.....WHAT DO I DO?

### A. When I finish my LUNCH in the cafeteria:

Please take trays and dishes to the tray stacking area, and put all your garbage in the appropriate receptacles. Place recyclables in the designated containers. If eating your lunch outside the cafeteria then students are required to dispose of their trash the appropriate container.

### B. If I become too SICK during the school day to go to class:

Go directly to the Main Office. Parents may be contacted and asked to pick you up from school (or make arrangements to have you transported home). If you are ill do not stay in a washroom or in the hall.

**If a student becomes ill during the school day s/he MUST report to the MAIN OFFICE. Students who miss class due to illness and do not report to the main office will be assigned a detention.**

Depending on the circumstances, the office staff may contact someone to take the student home. Should a student become ill over the lunch hour, the student MUST return to the school to sign out or MUST immediately phone the school (705-653-3060) to report the illness. A note from parents/guardians MUST be brought to the MAIN OFFICE upon return.

### C. If I am FALLING BEHIND in my school work:

Please see your teacher and make arrangements for extra help, or talk to your counsellor in Student Services. **Homework Club** runs every Wednesday in the Learning Commons from 3:10 – 4:00. **Homework Support** runs every day in the Learning Commons from 11:40-12:10.

### D. If I need to leave class to go to the washroom or locker:

Students are expected to remain in class for the first 20 and last 20 minutes of class (**20/20 Rule**). If you must leave the classroom then you will need to wait until the 20/20 Rule is over

### E. If I want to DRIVE to school:

Kawartha Pine Ridge District School Board provides transportation for students to school. There is no student parking on school property. There is an area adjacent to the sports field (on Ranney Street) where students may park. **DO NOT PARK ON THE FIELD.** The area in front of the school is a Fire Zone, and is a no parking area. Violators could be ticketed. All vehicles are parked entirely at the owner's risk; the school is not responsible.

- Students parking on school property risk the possibility of being towed.
- Students are not permitted to be in or around cars during school hours or to loiter around parked cars.
- Students who are caught littering from their car while in the parking lot will lose their parking privileges for a period of time.

### F. If I feel THREATENED, INTIMIDATED, BULLIED or HARASSED:

Please go to Student Services (counselor), Main Office (Principal or Vice-Principal) or a teacher. If you would like, you may bring a friend with you for support.

**G. If I see acts of VANDALISM, VIOLENCE or BULLYING of others - HELP KEEP OUR SCHOOL SAFE!**

Students who wish to report acts of violence, theft or other acts of harm to others may do so by calling CRIME STOPPERS at 1-800-222-TIPS or speak to the Principal or Vice-Principal.

**H. If I want to bring a VISITOR:**

Students are discouraged from bringing visitors to school. In exceptional cases a request may be made to the Principal or Vice-Principal for a guest to attend school. Requests are to be made prior to the day of the visit.

**I. If I want to bring a GUEST to a DANCE:**

Have your guest obtain the required signature on the Guest Pass Request form available in the main office, well in advance of the dance itself: The completed form must be in the main office prior to the day of the dance in order for your guest to be approved by the Principal or Vice-Principal. Guests may not be an elementary school student.

**J. If I have a need to bring VALUABLES to school:**

Bring them to the Main Office (do not put them in your locker or in the gym change rooms). It is recommended not to bring valuables to school. The school is not responsible for lost items.

**K. If I LOSE something:**

Please report the loss to the Main Office immediately. Although C.D.H.S. is not responsible for lost items, we will attempt to assist you.

**L. If I want to display a POSTER:**

Approval must be given by the Principal/ Vice-Principal in advance of displaying it.

**M. If I have a DISAGREEMENT with a teacher:**

Please be polite with the teacher, but if you have a concern about an incident, report it to the Main Office and ask to see the Principal/Vice-Principal.

**N. If I want a Student I.D. CARD:**

All students will have photos taken in September. These photos will be used for Student I.D. Cards and for Student Photo Packages. Student I.D cards are free.

**O. If I need to make a TELEPHONE CALL:**

If there is an emergency and you do not have access to a cell phone, please come to the Main Office, and a secretary will make the call for you.

**P. School Cash Online**

School Cash Online is an easy to use and safe way to pay for your children's school fees. You can pay for your child's yearbook, class trips, activity fees, and so much more from your own home. All you have to do is register an account, attach your children and in no time you will be able to make payments online. You can access the School Cash Online registration by going to <http://kprdsb.schoolcashionline.com> and selecting "Get Started Today"

**Q. Edsby**

Edsby is a Parent/Teacher/Student Communication and Progress tool that shows latest important news from school and the school district. It also has an easy, convenient way to contact the school office or teachers. Edsby gives parents a way to communicate, in both directions, with the teachers shaping their children's education.

Go to the CDHS website at: <http://campbellfordhigh.kprdsb.ca/> and scroll down to access Edsby.

**R. If I have other questions...** Check with your teacher, guidance staff or the main office staff.

**CAMPBELLFORD DISTRICT HIGH SCHOOL  
HOMEWORK GUIDELINES FOR STUDENTS AND PARENTS**

	<b>LOCALLY DEVELOPED &amp; WORKPLACE</b>	<b>APPLIED, OPEN</b>	<b>ACADEMIC, UNIVERSITY &amp; COLLEGE PREP.</b>
<b>Place of homework in courses</b>	<ul style="list-style-type: none"> <li>students shall have homework</li> </ul>	<ul style="list-style-type: none"> <li>students shall have homework on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>homework shall be an ESSENTIAL component of most courses</li> </ul>
<b>Expectation of Students</b>	<ul style="list-style-type: none"> <li>complete homework, as assigned, on time</li> <li>catch up on work missed when absent</li> <li>spend the recommended time for homework each night</li> <li>speak to teacher in advance when special circumstances prevent you from doing the required homework</li> </ul>	<ul style="list-style-type: none"> <li>complete homework, as assigned, on time</li> <li>catch up on work missed when absent</li> <li>spend the recommended time for homework each night</li> <li>speak to teacher in advance when special circumstances prevent you from doing the required homework</li> </ul>	<ul style="list-style-type: none"> <li>complete homework, as assigned, on time</li> <li>catch up on work missed when absent</li> <li>spend the recommended time for homework each night</li> <li>speak to teacher in advance when special circumstances prevent you from doing the required homework</li> </ul>
<b>Expectations of Parents/Guardians</b>	<ul style="list-style-type: none"> <li>support, encourage homework</li> <li>establish a homework area</li> <li>contact the teachers if concerned</li> </ul>	<ul style="list-style-type: none"> <li>support, encourage homework</li> <li>establish a homework area</li> <li>contact the teachers if concerned</li> </ul>	<ul style="list-style-type: none"> <li>support, encourage homework</li> <li>establish a homework area</li> <li>contact the teachers if concerned</li> </ul>
<b>How Much Homework Grades 9 &amp; 10</b>	<ul style="list-style-type: none"> <li><b>3 HOURS PER WEEK</b></li> <li>approximately ½ hour per night</li> </ul>	<ul style="list-style-type: none"> <li><b>5 - 7 HOURS PER WEEK</b></li> <li>approximately 1 hour per night</li> </ul>	<ul style="list-style-type: none"> <li><b>10 HOURS PER WEEK</b></li> <li>approximately 2 hours per night</li> </ul>
<b>How Much Homework Grades 11 &amp; 12</b>	<ul style="list-style-type: none"> <li><b>5 HOURS PER WEEK</b></li> <li>approximately 1 hour per night</li> </ul>	<ul style="list-style-type: none"> <li><b>10 HOURS PER WEEK</b></li> <li>approximately 2 hours per night</li> </ul>	<ul style="list-style-type: none"> <li><b>15 HOURS PER WEEK</b></li> <li>approximately 3 hours per night</li> </ul>
<b>Needs of Identified Students</b>	<ul style="list-style-type: none"> <li>assignments should address the student's needs and strengths as outlined in their IEP</li> </ul>	<ul style="list-style-type: none"> <li>assignments should address the student's needs and strengths as outlined in their IEP</li> </ul>	<ul style="list-style-type: none"> <li>assignments should address the student's needs and strengths as outlined in their IEP</li> </ul>
<b>Ability to complete homework</b>	<ul style="list-style-type: none"> <li>assignments should reflect the availability of home resources (e.g. computer; internet access)</li> </ul>	<ul style="list-style-type: none"> <li>assignments should reflect the availability of home resources (e.g. computer; internet access)</li> </ul>	<ul style="list-style-type: none"> <li>assignments should reflect the availability of home resources (e.g. computer; internet access)</li> </ul>
<b>Types of Homework</b>	<ul style="list-style-type: none"> <li>application</li> <li>skill development (drills)</li> <li>creative assignments</li> </ul>	<ul style="list-style-type: none"> <li>practice and application</li> <li>preparation</li> <li>creative assignments</li> <li>review / prepare for tests / exams</li> </ul>	<ul style="list-style-type: none"> <li>practice and application</li> <li>preparation</li> <li>creative extensions</li> <li>review / prepare for tests / exams</li> </ul>
<b>Tips for doing Homework</b>	<ul style="list-style-type: none"> <li>establish <b>daily homework time</b></li> <li>have a place, free from distractions (e.g. phone, TV)</li> <li>review if no assignment given</li> </ul>	<ul style="list-style-type: none"> <li>establish daily homework time</li> <li>have a place, free from distractions (e.g. phone, TV)</li> <li>review if no assignment given</li> </ul>	<ul style="list-style-type: none"> <li>establish daily homework time</li> <li>have a place, free from distractions (e.g. phone, TV)</li> <li>review if no assignment given</li> </ul>

## CDHS ASSESSMENT AND EVALUATION POLICY 2018 – 2019

**RATIONALE:** Assessment and evaluation will be used to support students in achieving the learning goals of each course. This is achieved by providing ongoing descriptive feedback (both written and verbal) to students and parents/guardians and by ensuring that assessment and evaluation practices are clear and consistent at Campbellford District High School. Assessment and evaluation practices will be consistent with Ministry of Education policy as outlined in Program Planning and Assessment, 2000; the Ministry of Education document, Growing Success and with Kawartha Pine Ridge District School Board Policies ES3.5 and ES 4.1. and their accompanying Administrative Regulations.

**ASSESSMENT STRATEGIES:** A variety of strategies will be used to allow students to demonstrate their learning through the achievement of curriculum expectations. The achievement charts in the curriculum policy documents provide the framework for assessment and evaluation tasks. The types of assessment tasks will provide opportunities for performance at all four levels in all four categories:

*Knowledge/Understanding, Thinking/Inquiry, Communication and Application/Making Connections*

Assessment strategies will accommodate the needs of exceptional students, consistent with the strategies outlined in their IEPs

**GRADE DETERMINATION:** Each subject teacher will provide a common course overview for each course which will clearly outline evaluation policies. For all grades, term evaluation will count for 70% of the student's mark and the final evaluation (culminating activities/exam) will count for 30%. Course outlines will be consistent in terms of weighting of categories, by type of activity, and the nature of the final evaluation. In determining students' grades, teachers will consider the most recent and most consistent demonstrations of mastery of course expectations.

**LEARNING SKILLS & WORK HABITS:** Separate evaluation and reporting of the Learning Skills and Work Habits reflects their critical role in the students' achievement of curriculum expectations. Learning Skills and Work Habits will be reported separately from percentage grades. The Learning Skills and Work Habits are:

Responsibility	Organization	Independent work
Collaboration	Initiative	Self-regulation

**COMMUNICATION OF ACHIEVEMENT:** Students are encouraged to keep their own record of achievement. Student progress will be communicated to students and parents/guardians through an interim, mid-term and final report card. Interviews with teachers will be offered on Parents' Night once per semester. Parents and students are encouraged to contact teachers individually for additional communication. Teacher e-mail addresses can be found on the school website.

**LATE/INCOMPLETE ASSIGNMENTS:** Work not done is not acceptable. It is expected that assignments will be handed in on time. Extensions to deadlines may be arranged with the agreement of the teacher in advance in certain circumstances. An additional opportunity will be provided for students to fulfill the expectations of an assignment within a reasonable amount of time, as negotiated by the teacher and student by completing a "Late or Incomplete Assignment Form". If, at the end of the course and in the professional judgment of the teacher, there are still a significant number of 'incompletes' a comment may be placed on the report card stating: *"The mark for this course is based on work completed only. As a results of not having completed (some/lots of/most of the) work in this course, this student may experience (some/lots of/significant) difficulty with future courses that build on this one."*

A mark of zero will be given to assignments after the final deadline has not been met. Criteria for determining the final deadline are:

- the date on which marked work is returned or taken up
- the end of a unit where learning progression is an issue
- a date set by the teacher to allow a reasonable amount of time for mark calculations for reporting purposes
- a date negotiated with the teacher in extenuating circumstances

**MISSED TESTS:** Students who miss a test on the scheduled day may be required to write a test that is different, but equivalent in its attempt to assess the achievement of learning goals, based on the professional judgement of the teacher, upon their return.

**PLAGIARISM:** presenting another's ideas or phrasings as one's own without proper acknowledgement  
Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the teacher(s). Teachers will not accept such work. Instances of plagiarism are to be brought to the attention of the Principal who shall keep a central registry for the purpose of identifying repeat offenders during their time at CDHS. Consequences shall be differentiated by grade level of the course.

For students in Grade 9 and 10 courses the plagiarizing student, in addition to resubmitting a non-plagiarized assignment, will be required to complete a second assignment under the supervision of an adult in an established homework-completion room during their free time (ex. lunch or after school). In the new assignment, the student is required to discuss their decision to plagiarize the first assignment. In addition, the student is required to conduct research on the consequences for plagiarism given out at three different colleges or universities, one of which is a school they would like to attend. The teacher will inform the parents of the students' plagiarism and of the resulting consequences. The replacement non-plagiarized assignment is graded as normal, with no penalties applied.

For students in Grade 11 and 12 courses the plagiarizing student will follow the consequences as outlined for Grade 9 and 10 students, but in instances of any repeat offence during their time at CDHS, receive a mark of '0'. All instances of repeat offenders of plagiarism, will be handled by the Principal.

**CHEATING:** Any form of cheating may result in a mark of zero. Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Some common examples are, but are not limited to: copying answers or ideas from one or more people during tests, examinations or assignments, allowing one or more students to copy from one's own test or examination or assignment, communicating with one or more people during a test or examination, or tampering with record entries, report cards or transcripts.

**STUDENT ABSENCES:** Daily attendance is an important component of meeting course expectations. Students are responsible for material covered and work assigned for all absences.

**Please do not plan activities (appointments, vacations, etc.) during Exam Dates or Provincial Testing (EQAO) periods.**



# Learning Skills Rubric

(E.D. = Electronic Device)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Skill	Excellent (E)	Good (G)	Satisfactory (S)	Needs Improvement (N)
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>- I am always on time for class</li> <li>- I always complete my homework on time</li> <li>- I always hand in my assignments on time</li> <li>- I put forth my best effort in class everyday</li> <li>- I always complete work that I miss when I am away</li> <li>- I always have my E.D. out of sight</li> </ul>	<ul style="list-style-type: none"> <li>- I am usually on time for class</li> <li>- I usually complete my homework on time (forgot 2 or 3 times)</li> <li>- I usually hand in my assignments on time</li> <li>- I usually put forth my best effort in class</li> <li>- I usually complete work that I miss when I am away</li> <li>- I usually have my E.D. out of sight</li> </ul>	<ul style="list-style-type: none"> <li>- I am sometimes on time for class</li> <li>- I sometimes complete my homework on time (forgot 4 or 5 times)</li> <li>- I sometimes hand in my assignments on time</li> <li>- Sometimes I put forth my best effort in class but not always</li> <li>- I sometimes complete work that I miss when I am away</li> <li>- I sometimes have my E.D. out of sight</li> </ul>	<ul style="list-style-type: none"> <li>- I am not on time for class very often</li> <li>- I hardly ever complete my homework on time</li> <li>- I hardly ever hand in my assignments on time</li> <li>- I could do better work in class</li> <li>- I hardly ever get caught up on work that I miss when I am away</li> <li>- I never have my E.D. out of sight</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- I am always prepared for class with pen/pencil, paper, binder with notes, textbook, etc.</li> <li>- All of my notes, handouts and assignments are organized in my binder</li> <li>- I always follow the instructions to complete my work</li> <li>- I always use an agenda, E.D. or Edsby to track my due dates and assignments</li> </ul>	<ul style="list-style-type: none"> <li>- I am usually prepared for class with pen/pencil, paper, binder with notes, textbook, etc.</li> <li>- Most of my notes, handouts and assignments are organized in my binder</li> <li>- I usually follow the instructions to complete my work</li> <li>- I usually use an agenda, E.D. or Edsby to track my due dates and assignments</li> </ul>	<ul style="list-style-type: none"> <li>- I am prepared for class with pen/pencil, paper, binder with notes, textbook, etc.</li> <li>- Some of my notes, handouts and assignments are organized in my binder</li> <li>- I sometimes follow the instructions to complete my work</li> <li>- I sometimes use an agenda, E.D. or Edsby to track my due dates and assignments</li> </ul>	<ul style="list-style-type: none"> <li>- I am hardly ever prepared for class with pen/pencil, paper, binder with notes, textbook, etc.</li> <li>- Few of my notes, handouts and assignments are organized in binder</li> <li>- I hardly ever follow the instructions to complete my work</li> <li>- I don't use an agenda, E.D. or Edsby to track my due dates and assignments</li> </ul>
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>- I always begin working when asked</li> <li>- I always use my class time well to complete my assigned work</li> <li>- I use my textbook, notes, peers and other resources to help me figure out answers</li> <li>- I always review the instructions for the activity and revise my work before I hand it in</li> <li>- I always work well on my own</li> <li>- I know how and when to use my E.D. appropriately during self-directed work periods</li> </ul>	<ul style="list-style-type: none"> <li>- I usually begin working when asked</li> <li>- I usually use my class time to complete my assigned work</li> <li>- I usually use my textbook, notes, peers and other resources to help me figure out answers</li> <li>- I usually review the instructions for the activity and revise my work before I hand it in</li> <li>- I usually work well on my own</li> <li>- I usually use my E.D. appropriately during self-directed work periods</li> </ul>	<ul style="list-style-type: none"> <li>- I sometimes begin working when asked</li> <li>- I sometimes uses my class time to complete my work, but it often does not get finished</li> <li>- I sometimes use my textbook, notes, peers and other resources to help me figure out answers</li> <li>- I sometimes review the instructions for the activity and revise my work before I hand it in</li> <li>- I try hard to work on my own but sometimes need help</li> <li>- I sometimes use my E.D. appropriately during self-directed work periods</li> </ul>	<ul style="list-style-type: none"> <li>- I hardly ever begin working when asked</li> <li>- I hardly ever use my class time to complete my work and it usually does not get finished</li> <li>- I never use my notes, textbooks, peers or other resources to help me figure out answers</li> <li>- I never review the instructions for the activity and revise my work before I hand it in</li> <li>- I have difficulty working on my own</li> <li>- I never use my E.D. appropriately during self-directed work periods</li> </ul>

# Learning Skills Rubric

(E.D. = Electronic Device)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Skill	Excellent (E)	Good (G)	Satisfactory (S)	Needs Improvement (N)
<b>Collaboration (Teamwork)</b>	<ul style="list-style-type: none"> <li>- I always listen when the teacher is speaking</li> <li>- I always listen when other classmates are speaking</li> <li>- I often help other classmates</li> <li>- I always do my share of the work when I am part of a group</li> <li>- I often act as the leader of a group</li> <li>- My E.D. is always turned off when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>- I usually listen when the teacher is speaking</li> <li>- I usually listen when other classmates are speaking</li> <li>- I usually help other classmates</li> <li>- I usually do my share of the work when I am part of a group</li> <li>- I sometimes act as the leader of a group</li> <li>- My E.D. is usually turned off when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>- I sometimes listen when the teacher is speaking</li> <li>- I sometimes listen when other classmates are speaking</li> <li>- I sometimes help other classmates</li> <li>- I try to do my share of the work when I am part of a group</li> <li>- I will offer to act as the leader of a group</li> <li>- I sometimes turn off my E.D. when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>- I hardly ever listen when the teacher is speaking</li> <li>- I hardly ever listen when other classmates are speaking</li> <li>- I rarely help other classmates</li> <li>- When I am part of a group, I let others do most of the work</li> <li>- I never act as the leader of a group</li> <li>- I never turn off my E.D. when others are speaking</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>- I always ask for help when I need it</li> <li>- I use my text and other resources to do assignments</li> <li>- I will answer questions, even if I'm not sure my answer is correct</li> <li>- I will ask questions to help me better understand the concepts</li> <li>- I use extra time and extra help when needed</li> <li>- I always put my E.D. away before being asked by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>- I usually ask for help when I need it</li> <li>- I use my text, and sometimes other resources to do assignments</li> <li>- I may answer questions, even if I'm not sure my answer is correct</li> <li>- I usually ask questions to help me better understand the concepts</li> <li>- I usually use extra time and extra help when needed</li> <li>- I usually put my E.D. away before being asked by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>- I sometimes ask for help when I need it</li> <li>- I only use my text to do assignments</li> <li>- I sometimes will answer questions, even if I'm not sure my answer is correct</li> <li>- Once in a while, I will ask questions to help me better understand the concepts</li> <li>- I rarely use extra time and extra help when needed</li> <li>- I sometimes put my E.D. away before being asked by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>- I never ask for help even when I need it</li> <li>- I don't very often do my assignments</li> <li>- I hardly ever will answer questions, even if I'm not sure my answer is correct</li> <li>- I will rarely ask questions to help me better understand the concepts</li> <li>- I never use extra time and extra help when needed</li> <li>- I never put my E.D. away before being asked by a teacher</li> </ul>
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>- I always listen to lessons and will ask questions to clear up anything I do not understand</li> <li>- I never give up when the teacher gives us a challenging task to do</li> <li>- I regularly set goals for myself to help me get my work done</li> <li>- I always follow the rules of the classroom and the school</li> <li>- I always follow the classroom policy regarding the use of E.D.</li> </ul>	<ul style="list-style-type: none"> <li>- I usually listen to lessons and will ask questions to clear up anything I do not understand</li> <li>- I try hard when the teacher gives us a challenging task but I will give up if I get frustrated</li> <li>- I usually set goals for myself to help me get my work done</li> <li>- I usually follow the rules of the classroom and the school</li> <li>- I usually follow the classroom policy regarding the use of E.D.</li> </ul>	<ul style="list-style-type: none"> <li>- I sometimes listen to lessons and will ask questions to clear up anything I do not understand</li> <li>- I sometimes give up when the teacher gives us a challenging task to do and distract my peers</li> <li>- I sometimes set goals for myself to help me get my work done</li> <li>- I sometimes follow the rules of the classroom and the school</li> <li>- I sometimes follow the classroom policy regarding the use of E.D.</li> </ul>	<ul style="list-style-type: none"> <li>- I never listen to lessons or ask questions to clear up anything I do not understand</li> <li>- I never really try when the teacher gives us a challenging task to do and typically get distracted by peers or other activities</li> <li>- I never set goals for myself to help me get my work done</li> <li>- I rarely follow the rules of the classroom and the school</li> <li>- I never follow the classroom policy regarding the use of E.D.</li> </ul>





**C.D.H.S. SEMESTER 1 - IMPORTANT DATES**

Staff Meeting/PA Day (no classes)	Thurs, Aug. 30
Grade 9 Orientation & BBQ Lunch	Thurs, Aug. 30
First Day of Classes	Tues, Sept. 04
Student Council's Welcome Back BBQ Lunch	Fri, Sept. 07
Photo Day	Tues, Sept. 11
Coop Employment Placement (first day)	Mon, Sept. 17
School Council @ 6:00 pm	Mon, Sept. 24
Terry Fox	Thurs, Sept. 27
Staff Meeting/PA Day (no classes)	Fri, Sept. 28
University Fair	Fri, Sept. 28 – Sun, Sept. 30
College Information Program/Loyalist College Open House	Oct.
Thanksgiving Holiday (no classes)	Mon, Oct. 08
Early Bird Progress Report	Mon, Oct. 15
Parent-Teacher Interviews (5:30-7:30)	Thurs, Oct. 18
Staff Meeting/PA Day (no classes)	Fri, Oct. 26
Photo re-take Day	Tues, Oct 30
Final Exams for Half-Credit Courses	Tues, Nov. 06 – Wed, Nov. 07
End of First Term	Wed, Nov. 07
Beginning of Second Term	Thurs, Nov. 08
Mid-Term Report Cards	Thurs, Nov. 15
Staff Meeting/PA Day (no classes)	Fri, Nov. 23
Grad Pictures	Mon, Dec. 03 – Thurs, Dec 06
Last day of classes in December	Fri, Dec. 21
Christmas Holidays (no classes)	Mon, Dec. 24 – Fri, Jan. 04
Classes begin for 2019	Mon, Jan. 07
Grade 9 Moratorium (EQAO)	Wed, Jan. 09 – Thurs, Jan. 17
Grade 9 Assessment of Mathematics	Wed, Jan. 16 – Thurs, Jan. 17
Moratorium	Fri, Jan. 18 – Thurs, Jan. 24
Semester 1 Final Exams	Period 01 Wed, Jan. 23
	Period 02 Thurs, Jan. 24
	Period 03 Fri, Jan. 25
	Period 04 Mon, Jan. 28
End of Semester 1	Thurs, Jan 31
Staff Meeting/PA Day (no classes)	Fri, Feb. 01

**C.D.H.S. SEMESTER 2 - IMPORTANT DATES**

Semester 2 Classes Begin	Mon, Feb. 04
Semester 1 Report Cards	Fri, Feb. 08
Grad. Photo Retake Day	Wed, Feb. 13
Family Day Holiday (no classes)	Mon, Feb. 18
Coop Employment Placement (first day)	Tues, Feb. 19
Pink Shirt Day	Wed, Feb. 27
March Break (no classes)	Fri, Mar. 8 – Fri, Mar. 15
Early Bird Progress Report	Thurs, Mar. 21
Parent-Teacher Interviews (5:30-7:30)	Thurs, Mar 28
Grade 10 Moratorium (OSSLT)	Wed, Mar 20 – Wed, Mar. 27
Ontario Secondary School Literacy Test	Wed, Mar. 27
Staff Meeting/PA Day (no classes)	Fri, Apr. 05
Day of Pink	Wed, Apr. 10
Final Exams for Half-Credit Courses	Fri, Apr. 12 – Mon, Apr. 15
End of First Term	Mon, Apr. 15
Beginning of Second Term	Tues, Apr. 16
Easter Holiday (no classes)	Fri, Apr. 19 – Mon, Apr. 22
Earth Day	Mon, Apr. 22
Mid-Term Report Cards	Fri, Apr 26
Victoria Day Holiday	Mon, May 20
Student Council Elections	late May
Prom	Fri, Jun. 07
Grade 9 Moratorium (EQAO)	Wed, Jun. 05 – Thurs, Jun. 13
Grade 9 Assessment of Mathematics	Wed, Jun. 12 – Thurs, Jun. 13
Year End Assembly	Period 3 Thurs, Jun. 13
Moratorium	Fri, Jun. 14 – Thurs, Jun. 20
Semester 2 Final Exams	Period 01 Wed, Jun. 19
	Period 02 Thurs, Jun. 20
	Period 03 Fri, Jun. 21
	Period 04 Mon, Jun. 24
Graduation	Thurs, Jun. 27
Staff Meeting/PA Day (no classes)	Fri, Jun. 28
Canada Day Holiday (school closed)	Mon. Jul. 01
Pick-up Final Report Card	Wed, Jul. 03 - Thurs, Jul. 04
Office Closed for the Summer	Fri, Jul. 05 at 3:00 pm – Wed, Aug. 21