

# Tilbury District High School

## THE HOME OF THE TITANS!



*Fama Semper Vivat*

# Student Handbook

2020-2021

97 Queen Street, South  
Tilbury, ON  
N0P 2L0

<http://tdhs.lkdsb.net>

Tel: (519) 682-0751  
Fax: (519) 682-0758

<b>DAILY SCHEDULE</b>		
Classrooms Open	7:50	
Warning Bell	8:00	
<b>Quadmester 1, 2, 3, 4</b> <b>Week 1 Course A</b> <b>Week 2 Course B</b>	<b>8:05 – Break</b>	
Breaks	10 min 1 of 4 blocks assigned	9:05 – 9:15 9:15 – 9:25 9:25 – 9:35 9:35 – 9:45
<b>Quadmester 1, 2, 3, 4</b> <b>Week 1 Course A</b> <b>Week 2 Course B</b>	<b>Break – 10:45</b>	
Hand Hygiene	5 min	10:40 – 10:45
<b>LUNCH</b>	<b>10:45 – 11:30</b>	
Warning Bell	11:25	
<b>Quadmester 1, 2, 3, 4</b> <b>Week 1 Course A</b> <b>Week 2 Course B</b>	<b>11:30 – Break</b>	
Break	10 min 1 of 4 blocks assigned	12:30 – 12:40 12:40 – 12:50 12:50 – 1:00 1:00 – 1:10
<b>Quadmester 1, 2, 3, 4</b> <b>Week 1 Course A</b> <b>Week 2 Course B</b>	<b>Break – 2:10</b>	

Welcome back to another exciting and engaging school year!

Please take some time to become familiar with your student handbook. It is your responsibility to know the information.

To all of the returning Titans, and any new Titans, I encourage you to get involved in your school community. TDHS has many activities and opportunities for involvement and leadership, please do not let these occasions for personal growth go unexplored.

I hope all of you find this year at TDHS engaging as you continue to shape our world. Please keep in mind that your four years of high school go by quickly. Always remember that when your time is spent it is gone forever, be sure to invest wisely! This applies to your education as well as your overall high school experience.

Make this school year your best school year yet!

Mr. B. Lawton, Principal

<b>TILBURY DISTRICT HIGH SCHOOL</b>		
<b>Mr. B. Lawton - Principal</b>		
<b>TEACHING STAFF</b>		<b>SUPPORT STAFF</b>
Beneteau, D.	Leveque, S.	<b>OFFICE STAFF</b>
Bolohan, K.	Mailloux, L.	Morrison, L.
Breault, P.	Meechem, T.	Parry, L. (Office Supervisor)
Brinkman, M.	Marchand, C.	<b>LIBRARY STAFF</b>
Fittler, M.	Ostropolec, M.	Belanger, K.
Ghosh, A.	Petrusenko, K.	<b>EDUCATIONAL ASSISTANT</b>
Goodreau, J.	Simpson, M.	Rivard, C.
Grainger, T.	Stephenson, S.	<b>ACCESS</b>
Henderson, K.	Vicary, K.	Fast, H.
Johnson, C.	Worotny, R.	Mailloux, T.
Laird, M.		<b>CUSTODIAL STAFF</b>
		Newham, B. (Day)
		Newham, R. (Night)

# SCHOOL COUNCIL

The *School Council* is an advisory panel consisting of parents, students, community representatives and school staff. Check the school website <http://tdhs.lkdsb.net> for more information.

STUDENT COUNCIL	
Prime Minister	Emily Bracken
Deputy Prime Minister	Mary Russell
Secretary/Treasurer	Trudy Guenther
Minister of Community Connections	Open
Minister of Social Affairs	Brianna Taylor
Minister of Student Voice	Open
Minister of Technology	Naish O'Sullivan
Minister of Student Well-Being	Abby Brooks-Taylor
Ministers of Athletics	Lisa Friesen, Meghan Marentette
Minister of Arts	Kaylynn Lajoie-Saad
Minister of the Environment	Paige Barnwell
Student Senate Representative	Paige Simpson

## ***GET INVOLVED!***

- |                      |                |                   |
|----------------------|----------------|-------------------|
| Athletic Association | Intramurals    | CBC               |
| Basketball           | Titan Terra    | Voice Ensemble    |
| Volleyball           | Book Club      | Band              |
| Golf                 | School Council | Remembrance Day   |
| Cross Country        | Science Fair   | Students' Council |
| Soccer               | Yearbook       | Library Events    |
| Badminton            | NTS Drama      | Skills Canada     |
| Track and Field      |                |                   |

# DATES TO REMEMBER

## DATES ARE STILL PENDING

<b>First and Second Quadmester</b>	<b>Third and Fourth Quadmester</b>
<p><b>September</b></p> <p>02-04 Professional Activity Days</p> <p>08 Labour Day</p> <p>14 First Day of School – Grade 9 Quadmester 1 Week 1 Course A begins</p> <p>15 First Day of School – Grades 10 -12+ Quadmester 1 Week 1 Course A begins</p> <p>24 School Council</p> <p>30 Orange Shirt Day</p> <p><b>October</b></p> <p>12 Thanksgiving Day</p> <p><b>November</b></p> <p>02-06 Treaty Awareness Week</p> <p>04 Take Our Kids to Work Day</p> <p>09 Textbook Check, Library Book Return</p> <p>11 Remembrance Day</p> <p>12 Q1 Week 1 Course A Exam</p> <p>13 Q1 Week 2 Course B Exam</p> <p>16-20 Bullying Awareness &amp; Prevention Week Quadmester 2 Week 1 Course A begins</p> <p>19 School Council</p> <p>22 PD Day</p> <p>23 Quadmester 2 Week 2 Course B begins</p> <p><b>December</b></p> <p>23 Winter Break begins</p> <p><b>January</b></p> <p>04 Classes Resume</p> <p>14 Open House, Grade 9 Info Night</p> <p>21 School Council</p> <p>25 Textbook Check, Library Book Return</p> <p>28 Q2 Week 2 Course A Exam</p> <p>29 Q2 Week 2 Course B Exam</p> <p>31 PD Day</p>	<p><b>February</b></p> <p>02 PD Day</p> <p>03 Quadmester 3 classes begin</p> <p>15 Family Day</p> <p>18 School Council</p> <p><b>March</b></p> <p>08 Kambouris Cup Week</p> <p>15 March Break begins</p> <p><b>April</b></p> <p>02 Good Friday</p> <p>05 Easter Monday</p> <p>15 School Council</p> <p><b>May</b></p> <p>03-07 Education Week</p> <p>17 International Day Against Homophobia, Transphobia and Biphobia</p> <p>24 Victoria Day</p> <p><b>June</b></p> <p>04 PD Day</p> <p>17 School Council</p> <p>21 National Indigenous Peoples Day</p> <p>29 PD Day</p> <p><b>July</b></p> <p><b>Pending Dates</b></p> <ul style="list-style-type: none"> <li>* Deadline for course changes</li> <li>* Lifetouch – School Photos</li> <li>* Term one ends (0.5 credits)</li> <li>* Term two starts (0.5 credits)</li> <li>* ¼ Progress Report</li> <li>* Provincial Report Cards – Midterm</li> <li>* ¾ Progress Report</li> <li>* Provincial Report Cards – Final Q1 and Q2</li> <li>* Full Disclosure</li> <li>* EQAO Math Assessment – Grade 9</li> <li>* OSSLT</li> <li>* Commencement</li> <li>* Parent/Teacher Interviews</li> <li>* Commencement</li> <li>* Undergrad Awards</li> <li>* Lifetouch – Graduation Photos</li> <li>* Exam Review</li> </ul>

It is recommended that students use a **Planner or Calendar** regularly for organization and time management of school related timelines and events as well as personal commitments.

**The LKDSB provides a Google Account for all students. The [Google Calendar](#) can be accessed on any device (computer, laptop, tablet, smartphone) that can access the internet.**



**App:**

- Download the Google Calendar App to your tablet or smartphone
- Sign in with your LKDSB assigned username (Firstname.Lastname)@lkdsb.com. If you have already established a school google account, you will be prompted to change your password and/or use your password from last year. If a new student, please see Ms. Dennis.

**In a browser:**

- Go to <https://google.com>
- Sign in with your LKDSB assigned username (Firstname.Lastname) and password.
- Click “Calendar”
- Record events, due dates, timelines, etc.

**View School Events:**

- [TDHS Public Calendar](#) is available through Google Calendar for all school related events and activities.
- The calendar is linked to the TDHS homepage at [tdhs.lkdsb.net](http://tdhs.lkdsb.net).
- **Check out our twitter feed found on the TDHS homepage.**

**Students are more than welcome to use a calendar or planner tool other than Google Calendar ... select the tool that works for you and use it!**

# EMERGENCY RESPONSE

**FIRE:** When the alarm sounds, ALL students and staff must vacate the building immediately according to the evacuation plan. The re-entry signal is three short bells.

**Tornado:** A tornado warning to take cover will be given over the PA. All students and staff must proceed to the lower level of the building and gather in the designated areas. An “all clear” signal is three short bells.

**Emergency Codes:** During any school year, there are a number of situations that can occur, which require us to use Emergency Procedures. These may include a fire, a tornado warning, and a drug search by police officers or an intruder.

There are procedures for each situation that the students will practice. Although real situations are rare, students, staff, parents and visitors need to be aware of what is expected.

## **HOLD AND SECURE**

Used for an ongoing situation OUTSIDE that is not related to the school. (eg. bank robbery, community tragic event, etc.)

- Staff assigned to monitor exits move to their area.
- Any students on athletic fields should return to the school immediately.
- Exterior doors are locked and monitored by staff.
- Unassigned staff report to the office.
- All staff and students within the school are to remain within the classrooms until further notice.
- No one is allowed outside; emergency response crews are allowed to enter.
- Staff quick look, halls adjacent to classrooms cleared.
- Wait for directions.

## **SHELTER IN PLACE**

Used when it is necessary to keep all occupants within the school to protect them from an external situation involving environmental or weather-related factors. ( eg. chemical spills, blackouts, explosions or extreme weather conditions)

- An announcement is made to “Shelter in Place”.
- All staff and students within the school are to remain within the classrooms until further notice.
- Students in hallways or washrooms must return to class immediately.
- Staff adjacent to washrooms should do a quick check.
- Students on study periods should report to an area designated by the Principal.
- All students on athletic fields should return to the school immediately to an area designated by the principal.
- Exterior doors locked/ windows closed/ ventilation systems turned off.
- Principal determines whether to bring in students from the portables based on the seriousness of the situation.
- Assign one staff member to monitor each exit.
- Exterior doors locked/windows closed/ventilation systems turned off.

## **LOCK DOWN**

Used for a major incident or threat of school violence within the school or in relation to the school

- An announcement is made to “Lockdown”.
- Once inside a secure area, staff and students should sit out of sight lines.

- All students remain in classrooms; clear the halls.
- Classroom doors and windows will be locked, curtains drawn, lights off.
- Cover the window of the classroom door.
- Be aware of sight lines.
- Stay away from doors and windows.
- Take cover if available (get behind something solid).
- Communicate regarding the incident.
- Students and staff remain away from windows and doors until further notice, cell phones are to be put on quiet mode and only use them if it is necessary to communicate regarding the incident.
- If in the washrooms and it is possible get to an area which can be safely locked down and if trapped, enter and lock stall and climb on toilet.
- Everyone should be on the floor if gunshots are heard.
- Have attendance taken by a staff member.

When the potential for danger is over, an announcement of “Deactivate Lock Down” will be made to indicate it is safe to resume activities as usual and that the threat no longer exists.

\*\* In Emergency Situations anyone in the building needs to respond immediately and co-operatively.



# MINISTRY OF EDUCATION

## EXPECTATIONS OF STUDENTS

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follow the established rules and takes responsibility for his or her own actions.
- Attend school punctually and regularly. The only valid reasons for absence are:
  - Personal illness
  - Bereavement
  - Important appointments or family commitments certified by the parent
  - Approved school activity (field trip, athletics, college and university visits)

**110 class hours are required for each credit.**

## EXPECTATIONS OF PARENTS

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behavior; and
- assist school staff in dealing with disciplinary issues involving their child.
- 

## HINTS FOR PARENTS

1. Education is a team effort between students, parents, and the school. Parents should ensure that the student's annual education plan is reviewed.
2. If a student has been absent, please send a dated note indicating the reason for the absence and the length of the absence. If a student is to be excused early during the school day, please send a note indicating the reason and the time the student is to be excused.
3. There is no doubt that a well-rested student performs better at school, so please ensure that students get an adequate amount of sleep.
4. Young people need a proper diet to function well at school; skipping meals, like breakfast, will not help their academic performance.
5. Try to limit a student's out-of-school activities during school evenings and encourage the formation of good study habits at home. Even if a student does not have assigned homework, he/she can be reviewing work studied previously.
6. If a student appears to be having a problem at school, try to find out what the problem is before it becomes a serious problem.
7. Please plan your holidays so that they do not conflict with regular school days or examination days.

8. Student dress is important at school; what a student wears can affect his/her attitude at school and the moral tone of the school. A few students might need reminding about the appropriateness of dress; tops with objectionable writing are not appropriate, nor are "short" shorts, etc. **We emphasize the idea that a school is a place of learning and ask your help to ensure that students dress accordingly.** Please see the dress code in this student planner.
9. Please read through the code of behaviour that is included in this planner. It was developed co-operatively by parents, students, and teachers, and presents the official policies of the school on all aspects of student behaviour.

Students are evaluated on a day-to-day basis. Much of the learning occurs during interaction with the class. Students often work with partners and in groups for presentations and partner learning. When a student is absent, the class organization is affected. Quizzes, labs, projects, and the development of communication and thinking skills are activities that require the students to be in school.

The Ministry has stated:

*"...where attendance has been identified as an essential component of a course and where a student, with his/her parents, has been appropriately counseled and provided with support and direction to promote regular attendance in the course, and where the student is still unwilling to attend regularly, such a student will fail to achieve credit for the course."*

***Note: Inclement weather may prevent buses from running and bussed students from attending school. During these days, students who can make it to school are expected to do so. Students who cannot arrive due to bus cancellation, will have the opportunity to review work and complete assignments on-line. During inclement weather days, students are expected to work on assignments accessed on-line. Teaching videos, presentations and readings will be available for students to continue their studies even on bad weather days***

# STUDENT SUCCESS

## **Student Success**

Is a Ministry of Education endorsed program, supported by the Lambton Kent District School Board and promoted at Tilbury District High School.

Student Success is a number of initiatives designed to improve student outcomes and increase credit accumulation. The ultimate goal is an increase in graduation rates and a decrease in the number of early school-leavers. The program is aimed specifically at students in Grade 9 and 10 as well as those who find themselves in their late teens having only a handful of credits toward graduation.

Students and their families are guided in their exploration of the options available after secondary school, including college programs and the skilled trades, vocational training and post-secondary vocational certification or training, as well as university and direct entry into the world of work.

## **Student Success at Tilbury District High School:**

A dedicated staff and professional resources have drawn together to present our students with several means to achieve “16 by 16”, sixteen credits by sixteen years of age. Similarly, older students now have access to greater opportunities to gain the credits they require toward achieving their Ontario Secondary School Diploma. All students are encouraged to seek out a career pathway or destination that suits their interests and aptitudes.

## **Credit Recovery**

A student who fails a course works with a teacher to retake the units where he or she did not initially meet expectations. This provides the student with another chance to demonstrate his or her understanding of specific topics, rather than retaking the entire course. To participate in the credit recovery program, a student must have the approval of TDHS’s Student Success Team which includes the principal, student success teacher and guidance head.

The student's final grade in the program is individually determined based upon achieved expectations in the high school curriculum. Students only get credits if they earn them. We are not giving away diplomas; we are helping more students rise to the challenge.

## **Credit Rescue**

Credit rescue at TDHS is for students who are struggling to complete assignments on time for the classes they are in currently. This initiative is to prevent students from accepting a zero for an assignment and completing the assignment at grade level expectation. Classroom teachers refer students who are late handing in assignments to the student success teacher who then works with the students to hand in the assignment as soon as possible. The student is always accountable for his/her own work and time missed in order to rescue their credit.

# SERVICES FOR STUDENTS

## Library

Tilbury District High School's Library staff is committed to creating and maintaining a safe, positive and productive learning and leisure environment in which everyone treats each other with respect and courtesy.

**Access to the Library:** Open from 7:30 a.m. to 3:00 p.m., Monday to Friday. **By appointment only during the 2020-2021 school year.**

**Resources** The TDHS Library resources include:

- Current hardcover and paperback fiction and non-fiction books
- Newspapers
- Magazines
- Online Databases
- Wi-Fi
- 25 Desktop computers
- 4 Kobo E-Readers
- Large selection of graphic novels

Food and drinks are permitted at the tables in the main room of the library, but should not be taken into the computer lab.

**Resource Centre - Ms. Leveque** provides 1:1 support in the Learning Centre especially for test and exam writing, assignment completion, access to assistive technology and concentrated study. Students with an IEP can access this program four periods/day and often at lunch and after school.

**Public Health Services:** Did you know that Public Health Nurses are assigned to each school in Chatham-Kent? Do you know what they can do for you? Read on to find out.

Public Health Nurses act as a link to all Public Health Unit programs and resources. Public health services aim to promote healthy living among the student population. The nurses provide counselling, resources, consultation and referrals related to:

- sexual health information and counselling
- support and counselling for LGBTQ students
- birth control and pregnancy testing
- quit smoking programs
- immunizations
- substance abuse prevention
- healthy eating and physical activity promotion

A public health nurse is available once a week throughout the school year. Students are welcome to arrange confidential and private appointments as needed.

Presentations are available to all Grade 9 Physical Education classes as part of the mandatory education in the area of sexual health.

Every year, public health nurses review the immunizations records of all students attending school. Any student who has an incomplete record will be notified. An incomplete record occurs when:

1. A student is overdue for an immunization (shot) or
2. The record of an immunization (shot) given by a doctor, ER or other health care provider was not called into the Public Health Unit or
3. A student has recently moved to Chatham-Kent and the parents have not forwarded the immunization records to Public Health

Please protect the health of our community by keeping immunizations (shots) up to date and by “calling in the shots” to our immunization intake line at 519-355-1071 ext. 5900.

Your Public Health Nurse is **Jake Zelina**. He can be reached by phone, email, or voicemail.

Jake Zelina RN, BScN  
Public Health Nurse | CK Public Health  
435 Grand Ave. W., Chatham, ON, N7M 5X6  
Chatham, ON N7M 6N6  
P 519-352-7270 x 5721  
C 519-436-4953  
E [jakez@chatham-kent.ca](mailto:jakez@chatham-kent.ca)  
[www.ckpublichealth.com](http://www.ckpublichealth.com)

### **Student Services - Mrs. Breault**

Mrs. Breault is available to help you whether you're lost, have two classes at the same time, no class at all, or need help with managing your workload. You may be experiencing difficulties with peers, teachers, and even your parents. They will also help you just get through the day at times. Student services manages the job of keeping your school records accurate and up-to-date and can arrange for homework when you are away for an extended period of time. Mrs. Breault makes connections with colleges, universities, workplaces and summer school. But more importantly, both Mrs. Breault can give you the information you need to know before you make choices, such as what subjects to take.

Student Services provides the help many students need to find ways of getting along with other students, teachers or the school situation in general. Success in many jobs is often more dependent on your personal social skills than on your educational level.

If you want to see Mrs. Breault, drop into the Student Services Office anytime, including before or after school or at lunch time. If she is not immediately available, you can leave a request and you will get an appointment slip, hopefully within one day of the request.

You can wander into the Student Services Office at lunch, before school or after school to browse through career files, magazines, social issues and healthy lifestyles brochures, or calendars. Student Services provides you with up-to-date, accurate information related to careers, education and health services, and with counselling on any concern you may have.

# GENERAL INFORMATION

## Accidents & Accident Insurance

Students who are injured during the school day or while participating in a school activity must report the accident to the supervising teacher. The supervising teacher will be responsible for making sure the injury is addressed according to Board procedures. Specifically, an *Incident Report* form (available in the main office) and OSBIE form must be completed and reported to the principal within 24 hours

## ADULT Students

**Adult Status** - A student 18 years of age or older, may assume certain responsibilities accorded an adult. Adult students assume full responsibility for their schooling and are subject to the same expectations as those students under the age of 18.

## Study/Spare Periods

A study period is viewed as an opportunity for students to work on assignments or other schoolwork. The policy is designed to provide a quiet learning atmosphere during the regular hours of the school day. Any student who has an unassigned period has the following options:

- (a) Report to the Cafeteria for the period.
- (b) Report to the Library for the period.
- (c) Report to a subject teacher for previously arranged extra help if that teacher does not have a scheduled class.
- (d) Leave the school premises, with parent/guardian permission.

Students on unassigned periods are not to loiter/wander in the halls during classes. It is expected that they will study, read or work on school assignments. Students must be in their chosen areas when the bell rings with sufficient school work for the entire period, and must remain in that area until the end of the period.

Adult students will not be allowed to sign out once class has begun. Leaving during class time must be pre-arranged with Administration.

## Assemblies

School assemblies are meant to be informative, entertaining and/or build school spirit. All assemblies are approved by administration. Students are always expected to attend if their class is scheduled to do so. If students do not attend or do not sign out with parent permission prior to leaving the building, they will be marked truant.

## Attendance Procedures

Every student returning from an absence must have an email note sent to the [tdhs.attendance@lkdsb.net](mailto:tdhs.attendance@lkdsb.net) email address prior to entering their first class. Notes must be **signed by a parent/guardian, including dates and reasons for absence**. If the student does not have an email note, they **must still sign** in at the office before 8:00. Students have a 1-day grace period to bring a note or have a parent call to explain their absence. If no valid email note is produced, the absence will be regarded as truancy. All email notes from home must include:

- the date(s) of the absence
- the reason for the absence
- photo of attached doctor's note if required

Illness at School: If you become ill at school, YOU MAY NOT LEAVE SCHOOL without first reporting to the Office. We will monitor your situation in our sick room and call home.

Planned Absences During the Day: If you are to be excused for a part of the day (e.g., doctor/dentist appointment) your guardians can send an authorized email note to [tdhs.attendance@lkdsb.net](mailto:tdhs.attendance@lkdsb.net), prior to 8:00 a.m. If/when you return to school on the same day, report to the Office to sign in, and receive an "Admit Slip".

### **Absence from Tests and Examinations**

Students, who miss scheduled term tests or formal examinations without a valid reason, including truancy, may receive a "zero" for that test or examination. If a student misses a scheduled term test or a formal examination for a valid reason (medical, family emergency) they will be given a "non-grade". A non-grade will not count against the student's term or final mark.

### **E-Learning**

An eLearning course is designed to be 110 hours in length (same as a standard secondary school course). Students are expected to be online daily (minimum 75 minutes per day).

Participating in online courses is a privilege. You are expected to behave in an appropriate manner while logged into your online course(s).

### **Extended Leave**

All requests for extended leave, **including vacations**, from school must be made in writing to school administration, at least two weeks prior to the planned absence. The approval process includes notification to the teachers and parents.

### **Lates**

Students are to be on time to class, which means in their seats and prepared for work. If a pattern continues, teachers will contact the student's parents/guardians as per the TDHS On Time, On Task, On Track late policy. Subsequent lates will result in continued parent/guardian contact and progressive disciplinary action.

### **Bicycles, Skateboards, Roller Blades**

Bicycles should be locked in the bike racks provided. Roller blades must be removed before entering the school. Bikes, roller blades and skateboards should not be used for performing stunts on school property. **Skateboards may not be used in high traffic areas (front of the school's circular driveway) and must be kept away from all school entrances.**

### **Cafeteria**

Cafeteria service is **not** available currently during regular school days. Please keep the following in mind when using the cafeteria:

- The cafeteria is not to be used during class time.
- Use the cafeteria with care, courtesy and respect for others.
- Sit on the chairs provided.
- Place garbage and recyclables in the appropriate containers.
- Food purchased in the cafeteria must be eaten in the cafeteria or at select teacher-supervised functions.
- Food brought into the school must be eaten in the cafeteria.

### **Full-Time Student Policy**

Part-time programs are not conducive to appropriate preparation for post-secondary education and the work world. All TDHS students are expected to be enrolled full-time, with a minimum of three (3) courses per semester.

**Fundraising** and advertising school and/or community events, must be approved by the Principal through a staff advisor.

### **Halls**

During class time students are expected to be in classes and not in the hallways. If travel through the hall is required, please keep in mind that classes are in progress. Students should move quickly and quietly to their destination and return promptly.

During non-class time students are to keep the following in mind when traveling through the school hallways:

- Please do not consume food/drink while walking;
- Please ensure that noise level is a reasonable level to not impact classroom work;
- Please do not gather in numbers or locations that would impede the flow of traffic or cause individuals to feel uncomfortable.

### **Late and Missed Assignments Policy for Students**

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, 10% may be deducted per school day, up to a maximum of 50%. Once assignments have been returned to students, any late submissions may receive a mark of zero.

Any missed test or assignments due to truancy will result in a mark of zero.

### **Release of Student Photographs**

Unless the student files a denial of permission with school officials, it is deemed that any photograph taken in a school related activity, in which the student appears, may be used for school use, including display, yearbook, webpage, newsletters, etc. **\*\*\*IMAGING OR AUDIO RECORDING OF STUDENTS AND/OR EMPLOYEES AND/OR GUESTS IS STRICTLY PROHIBITED.**

### **School Buses & Cancellation of Service**      *TDHS is located in Bus Zone 7.*

While travelling on a bus provided by the school board, students are governed by all regulations of the school. Misconduct and/or failure to co-operate with the driver may result in a student's riding privileges being withdrawn for an indefinite period of time.

Chatham-Kent Lambton Administrative School Services (CLASS) has a transportation web site at <https://cklass.ca/services/student-transportation/> and it is recommended that parents and students review this website if students are utilizing the transportation system to attend TDHS.

The decision to cancel any or all bus runs is the responsibility of the Manager of Transportation Services. The Transportation Manager/designate will notify radio stations and update the website no later than 6:20 am.



### **Smoking/e-Cigarettes and Vaping**

Smoking, which includes the use of e-cigarettes, on school property and within 20 meters of the property, including buildings and grounds is prohibited. If a student chooses to smoke during break or lunch times he/she is expected to do so off of the property. Students must vacate the area once the 5 min warning bell has sounded so as to ensure timely arrival to class. Respecting the privacy of neighbouring homes and businesses and not smoking on, or around, their premises is also an expectation for students. For more information please visit the [Smoke Free Ontario Act 2018 report](#).

Anyone caught smoking on school property will be reported to the Tobacco Control Officer at the Chatham-Kent Health Unit. Potential fines range from \$300 for the first offence to \$5000 for recurring offences. Parents will be contacted, and suspensions could result.

### **Spare Periods**

Senior students *over* the age of 18, with spare periods, must be in the library, the cafeteria or away from the school grounds. Students *under* 18, and eligible for a spare, will be assigned to the library. Students may NOT be in the halls or stairways during class time. Students are to be in their chosen area when the bell rings at the start of the spare and must remain in that area until the bell rings to end the spare. A spare period is a privilege and can be removed if it is abused.

### **Student Activity Fees & Student Identification Card**

All students are required to pay \$25.00 during registration (currently waived for 2020-2021). This entitles each student to a student ID/activity card, a lock and locker rental, and enhanced learning activities.

In addition, the following fees may apply:

\$45.00	to purchase 2020 – 2021 Yearbook (currently not available)
TBA	picture packages
\$12.00	for a Phys. Ed. T-shirt

*There may be a minimal cost for recommended supplies, to cover the cost of consumable items in some credit courses. The cost of field trips will vary.*

Financial support is available to any parent, guardian, or student experiencing financial hardship that may limit a student's access to participating fully.

### **Student Shadowing**

A completed “*Student Guest Pass Application*” must be approved by Administration before a Guest Pass is issued. All student guests must have written parental permission, plus home school permission. TDHS students must also get the approval of their individual teachers, in advance of the guest’s attendance.

### **School Messenger**

In order to improve communication between TDHS and parents, the Attendance Office uses an automated call home system called School Messenger. This computerized system will inform parents of a student’s absences during the school day.

### **Textbooks & Library Books**

Each student is responsible for the prompt return, in good condition of library books and textbooks. Textbooks are the property of the school and are on loan to the students for their use.

**Textbooks MUST BE RETURNED to the subject teacher:**

- at the end of each quadmester
- when a student drops a course
- when a student retires from school

It is the responsibility of the student to sign the “*Textbook Return*” sheet to ensure that he/she has proof of return. **Students will pay for books damaged or not returned.** The cost will be the **current replacement value** of the textbook. Students may not be issued report cards, transcripts, or diplomas until all outstanding book accounts are honoured.

**Trespassing**

During the school day, the school grounds and building are out of bounds to all, except TDHS students, their parents or guardians, Board of Education employees or persons having business with the administration or staff. This access is governed both by the Trespass to Property Act and the Access to School Premises, Education Act. (Reg. 474)

***All visitors must register at the Main Office.***

**Valuables**

Students must exercise caution with their valuables (bikes, jewellery, wallets, electronic devices, etc.) If at all possible, please leave valuables at home. The student assumes complete responsibility for the belongings.

**Withdrawing from a Course**

Students who desire to withdraw from a course will make an appointment with a Student Services counsellor. They will remain in the course until all the necessary paper work is completed. Students under 18 years of age must have parental and administrative permission to withdraw from a course. If you drop a course after ‘full disclosure’, the mark for that course will appear as a withdrawal on your transcript.

**Website**

TDHS website is <http://tdhs.lkdsb.net>

**Wireless Network** – TDHS is equipped with wireless access points to allow for Wi-Fi connectivity within the building. When signing into the network you are accepting and agreeing to abide by the terms and conditions put in place by the Lambton Kent District School Board to ensure internet use compliance.

# CODE OF CONDUCT

The LKDSB and TDHS school Codes of Conduct apply whether persons are on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

The LKDSB Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.

## 1. **Guiding Principles**

- This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, or at school-authorized events or activities.
- All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability and other protected areas under the Ontario Human Rights Code.
- All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility.
- Behaviour which is aggressive or threatening in any way has no place in LKDSB school communities.
- Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
- Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations including but not limited to those involving elevated risk of harm by a student to self or others, as well as to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
- Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

## 2. **Standards of Behaviour**

The Standards of Behaviour apply to all individuals who participate in the school community including Principals, students, parents and guardians, teachers, early childhood educators and other staff members, bus drivers, community groups, volunteers and visitors.

### ***Respect, Civility, and Responsible Citizenship***

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;

- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and permitted purposes in the following circumstances
  - for educational purposes as directed by an educator
  - for health or medical purposes
  - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others 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, or disability and other protected areas under the Ontario Human Rights Code;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- not swear at a teacher or at another person in a position of authority;

### ***Safety***

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal or restricted drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms or replicas;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

## **4. Roles and Responsibilities**

### ***School Boards***

The Board provides direction to the schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;

- review these policies regularly with students, staff, parents/guardians, volunteers, and the community;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
- seek input from school councils, LKDSB Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, school boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

### ***Principals***

1. The Principal must choose to either implement the Board Code of Conduct as it exists, below, at the school level, or develop a local school Code of Conduct governing the behaviour of all persons in the school and is tailored expressly to the needs of for their school.
2. If a local Code of Conduct is developed, it must:
  - a) Embed the standards of and be consistent with the Lambton Kent District School Board Code of Conduct, and other LKDSB policies and regulations.
  - b) Set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community (e.g. students, staff, parents/guardians, visitors, volunteers).
  - c) Be developed in consultation with school council, pupils, staff, parents/guardians, and others as appropriate, and be approved by the appropriate supervisory officer.
  - d) Be reviewed at least every three years. Subsequent publication or sharing of the school's Code of Conduct will clearly indicate the most recent year of review.
3. Principals shall annually bring the Code of Conduct to the attention of pupils, parents/guardians of pupils, and others who may be present in the school community and should include efforts to inform parents/guardians whose first language is other than English or French.

Principals take a leadership role in the daily operation of a school.

They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

### ***Teachers and Other School Staff Members***

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship

### ***Students***

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- works in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and permitted purposes in the following circumstances
  - for educational purposes as directed by an educator
  - for health or medical purposes
  - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.

### ***Parents/Guardians***

Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfill their role when they:

- show an active interest in their child's work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

### ***Community Partners and the Police***

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be

created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between school boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

### **Police**

The police play an essential role in making LKDSB schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

### ***Third Parties Using School Spaces***

Third parties are required to agree to follow standards that are consistent with the Provincial Code of Conduct and the LKDSB Code of Conduct when signing agreements with the Board for the use of school space.

## **LKDSB ACCEPTABLE USE POLICY**

The Lambton Kent District School Board provides students with access to technology to support their educational and learning experiences. Since students have access to technology, they have a role to play in maintaining a secure environment. The purpose of these Regulations is to set out the expectations with respect to the use of technology and the responsibilities of each individual in maintaining a secure environment.

### **Scope**

These Regulations apply to all students of the Lambton Kent District School Board.

### **System Integrity**

- The computer system including computer files, documents and electronic communications are the property of the LKDSB.
- There is no expectation of privacy in using LKDSB technology. The LKDSB may monitor and may at any time access any and all files, documents, electronic communications and use of Internet to ensure integrity of the system and compliance with these Regulations.
- Students will only use the network account assigned to them.
- The student will be responsible for any activity using his/her password, including any time the computer is left unattended. Students must not share passwords nor use the passwords of others.
- The initial password will be assigned by the Help Desk. Users will be required to change the initial password to a minimum of 8 characters, including upper and lower case letters as well as numbers. Users will avoid using any published information within a password that could potentially identify the user. Passwords should be changed regularly. If a student loses his/her password or feels that an unauthorized person has accessed his/her account, he/she must report it to a teacher or school administrator immediately.
- Students must not try to hack into the computer system or gain access to any unauthorized databank.
- Students must not access or delete computer files or directories of others.
- Students must respect the integrity of the computer system by not altering hardware, software or wiring configurations.

- Computer viruses and related problems can cause extensive damage to computer systems. Viruses can be spread in a variety of ways including downloading files from the Internet, email attachments, infected diskettes, USB keys. Students should use caution when opening email attachments from unknown senders.
- All diskettes, USB keys and any other media brought from home must be scanned for viruses before use. Currently all supported workstations within the LKDSB are automatically scanned for viruses.
- Students must not connect any electronic devices in any way (wired or wireless) for any reason to the LKDSB network without the written permission of the Information Technology Department of the LKDSB.
- Students must not download or install any unauthorized materials such as programs, games or files from any source, or cause a denial of service for others.

### **Personal Safety**

- When using the Board supported networks, students must not reveal any personally identifying information (such as first and last name, picture, address, telephone number, physical description, etc.) about themselves or others.
- Web pages should not contain any personal information about students (ex: address, telephone number).
- Students must NEVER agree to meet with keypals unless supervised by a teacher.
- Students must report to a teacher or school administrator any messages they receive that request personal information, are inappropriate, or make them feel uncomfortable.

### **Appropriate Use**

- Board supported network accounts are granted to students to further their academic goals. The LKDSB system may not be used for personal reasons.
- Students must respect the rights of other users by avoiding the waste of limited resources such as paper, print supplies, hard drive space, bandwidth and time.
- Students must use language appropriate to the school setting.

### **Unacceptable Use**

- Students must not access director or proxy sites, that circumvent the security measures put in place by the Lambton Kent District School Board.
- Students must immediately exit any site that is transmitting inappropriate or offensive material. Students must immediately report accidental access to such a site to a teacher or school administrator.
- Students must not encourage the use of controlled substances, such as illegal drugs, alcohol or tobacco. Accessing sites promoting such products is considered an unacceptable use.
- Students must not access or distribute material that advocates prejudice or hatred towards any identifiable group (for example, gender, ethnic, religious, minority etc.).
- Students must not create, access, download, transmit, store, distribute or print any files, messages or graphics that are profane, harassing, discriminatory, offensive or degrading (this includes posting material on social networking sites).
- Students must not access, download, store, distribute or print any files, messages or graphics that are illegal or advocate illegal acts, facilitate unlawful activity or are not consistent with the philosophy of the Lambton Kent District School Board.
- Students must not propagate chain letters or other junk mail.
- Students must not attempt to hide, disguise or misrepresent their identity as the sender.
- Students must not cause damage to computers and/or equipment including, but not limited to, computer hardware, keyboard, monitor, mouse, cables.



- Students must not use LKDSB technology for purposes unrelated to educational and curricular activity.
- Students must not use inappropriate language in files/filenames or in email communication.
- All software license agreements must be honoured. It is against the law to copy commercial software that has not been placed in the public domain or distributed as “freeware”.
- Under copyright laws all material remains the property of the author/creator and therefore permission is required for its use.
- Do not take and present the work of others (for example, writings, images) and present them as yours. If using the work of others proper credit must be given and permission obtained if copyright materials are used.

### **Consequences**

- Any violation of these Regulations may result in sanctions being imposed, including the loss of computer privileges, disciplinary action and legal action or police involvement.

## **DANCES AND DANCE POLICY**

School dances are a co-curricular activity organized for the pleasure of TDHS students and their guests. Dances at TDHS are restricted to TDHS students and their guests. All tickets are sold in advance. There will be no ticket sales at the door. A dance may be cancelled if there are insufficient ticket sales. In order to maintain high calibre dances, the following regulations are in effect:

- Students may be denied participation if they have not been diligent in their duties as a student.
- Guest passes are available if gym space permits.
- Students are permitted to bring one guest with administration approval; guest passes must be purchased 2 days in advance of the dance.
- Entry to the dance is by admission ticket and Student Activity Card.
- Upon entry to the dance, coats, jackets, purses and backpacks may be checked/searched and must be left in the coat check. Students are not permitted to go to their lockers. The school is not responsible for any loss or stolen property.
- A student leaving the school building during a dance, will NOT be readmitted.
- Inappropriate behaviour will be dealt with according to the seriousness of the incident. Each TDHS student is permitted one guest and must accompany the guest on arrival. The TDHS student is responsible for the guest’s behaviour.

## DRESS CODE

Positive clothing projects a positive image. The decision of what to wear is a learning experience; however, the final decision on matters of taste rests with the administration. While at school, or attending school related functions, students are expected to use good judgment in selecting the clothes that they wear and take pride in their appearance. Students must dress cleanly, neatly and appropriately whenever attending or representing TDHS. It is strongly advised students keep an alternative option in their locker/backpack if what they wear is questionable.

Inappropriate dress includes, but is not limited to:

- Suggestive and revealing clothing including tube tops/bandeaus, spaghetti straps, halter tops, muscle shirts, tank tops with straps less than 2.5 cm or 1 inch.
- Tops with bare midriffs, bare backs, excessively low-neck lines or see-through tops and/or exposed undergarments (to include exposed underwear when jeans/slacks/pants are allowed to ride down below undergarments worn).
- Pajama pants or "beach attire".
- Dresses, skirts and shorts that are too short (*for example: fingers touching skin when arms are extended while standing*).
- Hats and other headgear including headbands and hoods are to be removed upon entering the building.
- Clothing displaying or promoting:
  - Materials/themes which are demeaning to any racial, gender, culture, and/or religious group;
  - Drug or alcohol use/products;
  - Matters of a sexually suggestive nature;
  - Vulgarity, profanity (including near or implied profane or improper words);
  - Violence and/or gang related activities.
- Bandanas or identifying symbols, logos or clothing items must not be worn or displayed as per Safe School Legislation.
- Choke collars, spiked wristbands and chains.
- Coats and backpacks are NOT to be worn in classrooms or the cafeteria.

**ADMINISTRATION, TEACHING STAFF AND SUPPORT STAFF  
RESERVE THE RIGHT TO REQUEST A CHANGE OF CLOTHING IF  
THE DRESS CODE IS IN VIOLATION.**

## ELECTRONIC DEVICES

This category includes, but is not limited to, cell phones, pagers, iPads, iPods, Bluetooth devices, digital cameras, laptops, MP3 players, and other personal listening devices used for non-medical purposes.

- Personal electronic devices (cell phones, mp3 players, etc.) are not to be used during tests, exams or other assessment activities. It is up to the teacher's discretion during non-evaluative classroom activities.
- Cell phones, cameras and other digital imaging devices are **NOT** permitted in change rooms or washrooms at any time.
- Due to health and safety concerns, listening devices **must not** be worn covering both ears when moving through the halls.
- Students are not to connect to the school's network (wired or wireless) without the permission of the Principal (or designate).
- The choice to bring these devices to school rests upon the student. The TDHS staff is not responsible for any damage or loss with respect to these items.

Failure to abide by these expectations will result in parent contact and progressive disciplinary action.

Wireless "hotspots" are available in the school for students to access the internet. Students may connect using the LKBYOD connection.

**Emergency contact** for students is available through the school office. If a family situation requires the use of texting, or other means of communication, the student must report to the office to inform.

## EQUITY & INCLUSION

It is a public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination based on race, national or ethnic origin, colour, religion, sex, gender, sexual orientation, age or mental or physical disability. TDHS is a school where Lesbian, Gay, Bisexual and Transgender and Questioning (LGBTQ) youth can learn and develop in a safe, harassment-free, equity-based environment.

All members of the TDHS community are expected to follow the Code of Human Rights. It is the **law** in the Province of Ontario. Discrimination is against the law. Slurs, jokes, name-calling, graffiti, insults, threats, humiliation, intimidation, exclusion and written or physical abuse including fighting and any other form of harassment are a form of discrimination.

*Examples include:*

Verbal Harassment – includes derogatory, abusive and undermining comments; demeaning jokes, sexual suggestions or innuendo; threats and racial or ethnic slurs.

Physical Harassment – disorderly behaviour, unnecessary touching, impeding or blocking movement; and interference with work.

Visual Harassment – derogatory or degrading posters, cartoons, graffiti, gestures, written or computer text; sexually suggestive pictures or images, including such images on a computer screen.

Sexual Harassment – verbal abuse or threats; unwelcome remarks, jokes, innuendos or taunting; displaying pornographic or other offensive or derogatory pictures; practical jokes which cause awkwardness or embarrassment.

# LOCKS & LOCKERS

**Lockers are not in use for students currently during the 2020-2021 school year. Items brought to school will be kept with students in their classroom.**

Lockers and locks are the property of the school. Lock combinations will be kept on file in the main office; however, for your own protection, do not disclose your lock combination to anyone else. Students are expected to observe the following guidelines for use of lockers:

- Lockers are provided for the use of books and clothing.
- Misplaced or lost locks need to be replaced and the student who has lost or misplaced the lock will be charged \$6.00 for a replacement lock.
- Only school-supplied locks are permitted. All others will be removed at the student's expense.
- The school does not assume any responsibility for alleged loss of articles from lockers. Students should not bring large sums of money or expensive jewellery/equipment to school. If this is occasionally unavoidable, please request these items be kept in the vault in the main office, and never in your locker or the physical education change room.
- The student to whom the use of a locker has been granted must assume responsibility for any damage to the locker.
- The administration of the school reserves the right to examine (in the presence of the student, whenever possible) any locker, at any time it is deemed necessary.
- In order to maintain a quiet atmosphere in the classroom areas of the school, students should use their lockers only when classes are *not* in session.

## **Lost and Found**

All lost and found articles should be turned in to the office, except for gym equipment that is turned in to the physical education office. A box is in the main office - Please check here if you have lost anything. The school will not assume responsibility for lost or stolen items. Unclaimed items will be given to a charity at the end of the year.

## **Lost Student Card**

Non-picture replacement cards are available in the main office. Replacement cards will cost \$2.00 each.

## **Parking and Student Drop Off**

Student parking is available along the North side of the school beginning in the fourth row. Student drivers are expected to demonstrate maturity and responsibility when using vehicles on school property. The **speed limit in the parking lot is 10 km per hour**. All students are expected to "Park It, Lock It, Leave It" when using the school parking lot. Loitering in the parking area is not permitted at any time of the day. Cars must not be used as 'lockers.' Theft and/or damages will *not* be the responsibility of the school.

# PROGRESSIVE DISCIPLINE

The principal or designate will use a progressive discipline strategy to address student infractions if a student has engaged in inappropriate behaviour. School leaders practice progressive discipline as part of a whole-school approach that involves a continuum of prevention programs, strategies for fostering and reinforcing positive behaviour and helping students make good choices, and age-appropriate interventions, supports, and consequences used to address inappropriate student behaviour.

A teacher or the principal or designate, as appropriate, will utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours and to guide students to more appropriate choices. For students with special education needs, this includes referring to their Individual Education Plan (IEP) and consulting with appropriate staff to determine the best possible approaches.

## Interventions may include:

- contact with student's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- written work assignment addressing the behaviour, that has a learning component;
- volunteer services to the school community;
- conflict mediation and resolution;
- peer mentoring;
- referral to counseling; and/or consultation.
- meeting with the student's parent(s)/guardian(s), student and principal;
- referral to a community agency for counseling or intervention related to anger management, substance abuse, or other
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices;
- safe schools transfer

In some cases:

- a. Suspension may be considered an appropriate progressive discipline step
- b. Contact with CAS where required
- c. Contact with police services where required

A bias-free approach is one that respects all people and groups, and reflects human rights principles. A bias-free approach helps build and foster a positive, safe, accepting, and respectful school culture and climate and helps students and their families, school staff, and other members of the school community.

# ACADEMIC PERFORMANCE INFORMATION

**THE WRITTEN WORD:** Acceptable procedures

<https://owl.english.purdue.edu/>

The Purdue Online Writing Lab (OWL) “offers over 200 free resources including: Grammar and Mechanics, MLA 2009 Formatting and Style Guide, APA Formatting and Style Guide” and additional guidelines for producing well-written essays and/or assignments.

Students are encouraged to make use of this excellent resource for the completion of course assignments.

## **Academic Honesty**

As stated by the Ministry of Education, “students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.” Students are expected to demonstrate academic honesty by relying on their own efforts and by doing their own work to the best of their ability. Policies will reflect a continuum of behavioural and academic responses and consequences.

**Examples of Academic Dishonesty** (the act of gaining an unfair advantage):

- copying from another student or making information available to another student
- submitting another individual’s assignment, in whole or in part, and representing it as your own
- preparing an assignment for submission by another student
- using unauthorized materials/aids during a test

Please note that the above examples are only a partial list and should not be considered complete.

**Plagiarism** is the act of taking the ideas or words of another and presenting them as your own.

- using direct quotations, or large sections of paraphrased material without acknowledgement
- copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one’s assignment/essay to be copied by another student
- purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements

## **Academic Discipline Procedure:**

If a teacher suspects academic dishonesty or plagiarism, they will refer the matter to his/her Curriculum Leader. The Curriculum Leader will then interview the student. Once accidental or intentional academic dishonesty or plagiarism can be established, the Curriculum Leader will meet with administration and the consequences, as outlined below, will be applied. Parents of students under the age of 18 will be contacted.

## **Consequences for Academic Dishonesty:**

### ***Essays and Assignments***

Grade 9 and 10 – Student rewrites assigned work and hands back within one week. The student will receive a 25% deduction on this/her essay or assignment. If assignment is not completed and handed in within the specified time frame, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 11 - Student rewrites the assigned work within one week. The student will receive a 50% deduction on his/her essay or assignment. If assignment is not completed and handed in within the specified time frame, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 12 - a mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences are applied based on the grade level of the student or level of the course taken, whichever is greater.

### **Tests**

- Teacher has a conversation with the student about the incident.
- If cheating has been determined, the student is assigned a mark of zero.
- Parents are informed if student is under 18 years old.
- Administration is informed if situation is not resolved.

### **Exams**

- Student is allowed to complete exam.
- Parents are informed if student is under 18 years old.
- Conference with administration, teacher, and student to discuss the adjustment of the mark.

### **Appeals Process**

Appeals will be requested through the teacher to the Curriculum Leader, and finally to the administration if the situation is not resolved.

### **Achievement Level Categories**

An achievement chart for each discipline is included in the curriculum policy document for that discipline. Each chart is organized into four broad categories (KTCA). Further, the course outline for all courses at TDHS will identify the percentage breakdown for each of the four learning categories, as they relate to that course.

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

### **Assessment & Evaluation Criteria**

The primary purpose of assessment and evaluation is to improve student learning.

- **Assessment** is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) to provide students with feedback that guides their efforts towards improvement.
- **Evaluation** refers to the process of judging the quality of work based on established criteria and assigning a value to represent that quality.

### **Learning Skills**

Although learning skills have a significant impact on student achievement, Ministry policy requires that the evaluation of learning skills **not** be included in the determination of the student's percentage grade. The specific learning skills, as identified on the provincial report card, are:

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation

### **Term Work**

Term work will make up 70% of the final percentage for Grade 9 – 12 courses. Term work will be a combination of assignments, demonstrations, projects, performances and tests that are either levelled or graded numerically. Each course will have a minimum of two performance task that will be levelled.

A student who misses or is late handing in a piece of work to be evaluated because of a documented illness, or because of a family emergency (eg. death in the family) will be given an additional opportunity to complete the task. There will be no make-up opportunity for unexcused absences/lates.

When a student misses an evaluation procedure because of a school sponsored absence, such as a field trip or an athletic event, alternate arrangements shall be made for that assessment and feedback. It is the responsibility of the student to make arrangements with the teacher ahead of time.

Compulsory units of work must be clearly noted on the evaluation outline. Independent studies are compulsory units of work. Failure to complete a compulsory unit of work will result in a mark of “zero” for the assessment.

### **Type of Homework**

Homework is defined as those learning activities that are assigned to students by teachers to complete during non-classroom hours. Homework is seen as an integral part of a department’s course of study, specifically planned and designed to enhance student learning. Homework is instrumental in building lifelong learning skills. Generally, there are four purposes for homework, namely:

1. **Practice Homework:** This provides students with the needed review and reinforcement opportunities about materials or skills presented in a previous lesson. Research illustrates that practice homework is effective when it is spaced over time and interspersed with previously learned material.
2. **Preparation Homework:** This is given to students to gain maximum benefit from subsequent lessons. To be useful, this type of homework must be followed up and extended in class. This type of homework allows for more class time to be devoted to class participation and discussion.
3. **Extension Homework:** This gives students an opportunity to expand or transfer a familiar set of skills or concepts to a new situation.
4. **Creative Homework:** This goes one step beyond extension homework and requires students to integrate many skills and concepts in the process of producing a response that is inventive and resourceful. It includes analysis, synthesis and evaluation, where students use resources to investigate their own ideas.

### **Amount of Homework Guidelines**

Because students vary in their needs, abilities, interests, involvements, and family priorities, the amount of time a student can be expected to spend on the completion of class work, homework, and home study will also vary. The following provides a rough guideline for the amount of daily homework:

Gr. 9	approximate maximum of 75 minutes daily
Gr. 10	75 – 90 minutes
Gr. 11 & 12	~ 2 hours (varies with program)

Once in high school, students are responsible for ensuring that they understand what work has been assigned and when it is due, as well as asking for help when they experience difficulty. All students are presented with a daily planner to assist them with time management and the organization of homework, tests and assignments.

Student Role: The student will be aware of the extent to which homework is a component of each course and will do his or her best to complete the homework on time and satisfactorily.

Parent’s Role: The parent(s) should be familiar with the homework policy of the school, as well as the expectations of each of the teachers involved in teaching their child. Parents should encourage their child



to do his/her homework by helping him/her find a suitable workplace and setting aside sufficient time for them to do the homework.

### **Examinations/Final Evaluations**

A number of days will be allotted for the scheduling of formal examinations at the end of each semester. The exam schedule will be made available and posted about the school, prior to the exams beginning. The exams will be conducted according to the policies and procedures of *Education Statutes and Regulations of Ontario, O.S.I.S. O.S.S. 1999 and the Policies of the Lambton Kent District School Board*. These are not vacation days. Parents are requested to plan family vacations around these exam dates. Students should plan to start their summer jobs after these dates.

### **Absence from any exam**

Students are expected to write all their final assessments. If a student cannot write a component of the final assessment because of unique circumstances which may include illness (supported by a medical note), bereavement or legal matters (supported by a lawyer's letter or court documents), parents may request, in writing within 24 hours of the scheduled exam, alternative arrangements by contacting Administration. Failure to write a final assessment will result in a mark of "zero" for that assessment.

**Note: Family vacations, early exit to seek employment and/or summer camp attendance are NOT acceptable reasons to be excused from the final exams.**

**Currently being revised for 2020-2021**

### **Evaluation Reports**

1. Interim Reports	6 weeks into the semester
2. Mid Semester Report/Report Card	11 weeks into semester
3. $\frac{3}{4}$ Term Reports	15 weeks into the semester
4. End of Semester Report /Reports Card	exam + term mark combination
5. Discretionary Report	at any time by the teacher

Parents/guardians may contact the school during regular business hours to make an appointment with administration, student services, or the individual teacher(s), should concerns arise regarding the progress of their son/daughter.

**Community Involvement: Ontario Secondary Schools, Grade 9 - 12: Program and Diploma Requirements, 1999 states:** that every student who begins secondary school during or after the 1999-2000 school year must complete 40 hours of community involvement activities as part of the requirements of an Ontario Secondary School Diploma. (OSSD)

The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility, and the role they can play and the contributions they can make in supporting and strengthening their communities.

There are two basic kinds of community involvement: activities that take place in the school itself and those which serve the wider community. As a form of educational enrichment, community involvement offers young people the chance to take on new responsibilities and allows them to "earn by doing". This is active learning in a real-life context.

If you have additional questions, please contact Student Services.

# ATHLETICS

## **Eligibility**

Full time students (3 or more credit courses per semester) are allowed to participate a maximum of five (5) consecutive years of high school sport.

According to the OFSAA constitution, students who are entering their sixth year of high school are automatically ineligible to play **all** school sports. Students who are changing schools are also automatically ineligible to play all school sports, but have a right to appeal their eligibility. There is no guarantee that the appeal will be successful. All transfer students must apply for eligibility to the Board of Reference.

## **Code of Behaviour for Student Athletes**

1. Open try-outs are held for every varsity sport, and student athletes are selected on the basis of ability, dedication and reliability. Co-curricular teams are formed on the basis of "signing up" and the students' willingness to participate.
2. Students who play on varsity or co-curricular teams have the responsibility to attend every practice and/or game. Students who have a valid reason for not attending must notify the coach/teacher in charge.
3. Students who participate in co-curricular activities MUST fulfil the following requirements:
  - a. NUMBER ONE PRIORITY is the student's scheduled classes. The student's schoolwork must not suffer due to the participation in any school co-curricular program.
  - b. Every student must cooperate in all aspect of school life and be a worthy representative of TDHS at all times.
  - c. The time given to co-curricular activities from scheduled classes for any activity must be honoured. Do not ask your teacher for extra time away from class. It is your responsibility to catch up on lessons and assignments missed due to co-curricular participations.
  - d. Student athletes who do not attend school on "practice/game" day may be declined the privilege to participate in the practice or game scheduled for that day or evening.
4. Be proud of your school and display the qualities of good sportsmanship and excellence.

# Answering Open Response Questions

**A**

**Answer the question.**

- ✓ Start your answer with part of the question.

**P**

**Prove your point.**

- ✓ Use **SPECIFIC** evidence from the text or from your own knowledge to support your answer.

**E**

**Extend or make a connection.**

- ✓ Explain your reasoning.
- ✓ Make a connection to another text, to the world or to yourself.

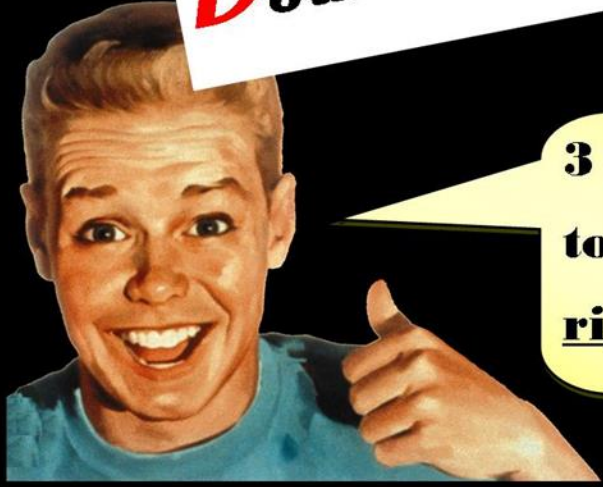


Get It Right,  
Get It ...

**R**ead 

**E**mphasize

**D**ouble-check 



**3 easy steps  
to get it done  
right !**